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PARTY AND STATE

VALUE OF MAO ZEDONG THOUGHT REAFFIRMED

Nanjing XINHUA RIBAO in Chinese 19 May 81 p 3

[Article by Gu Rongxing [7357 2837 5281]: "Mao Zedong Thought Is the Ideological Weapon of the Chinese People"]

[Text] Ever since the Third Plenum, the Party's Central Committee has reaffirmed again and again that in order to accomplish the building of the four modernizations it is necessary for us to persevere in Marxism-Leninism, and Mao Zedong Thought. Some people, however, consider: "Mao Zedong Thought guided the democratic revolution to victory, but in guiding socialist revolution and construction it was not successful." The meaning contained in these words is that Mao Zedong Thought has "had its day," and it is no longer necessary to uphold it.

People who hold this viewpoint have violated a fundamental fact: Mao Zedong Thought not only led the people of our country to a thorough victory in the democratic revolution but, moreover, guided the people of our country after liberation to a whole series of victories in land reform, the restoration of our national economy, the war to resist U.S. aggression and aid Korea, the suppression of counterrevolutionary elements, the realization of the First 5-Year Plan, and the remaking embodied in the Third Plenum. Also, in the international struggle, it brought out the theory regarding the distinction among the three worlds, was in favor of establishing an extensive, international, united front, and in all this was extremely successful. All this enriched the storehouse of Marxist theory with new treasures. Countless facts prove that all of the victories we have achieved since the founding of our state in the socialist revolution and socialist construction were achieved under the guidance of Mao Zedong Thought. If there had not been Mao Zedong Thought, then there would be no new China today.

Of course, it is also necessary to recognize that in the course of groping our way toward the path for building socialism under conditions existing in China, we have had faults, and have made mistakes, so that one still cannot be fully satisfied with our achievement in building socialism. However, one also cannot, from this, arrive at the conclusion that Mao Zedong Thought seems to be "no longer efficacious," that it has "passed its time," or that hereafter it is no longer necessary to uphold it. The reason we have been at fault several times in the course of our building of socialism, fundamentally speaking, is precisely due

to the fact that we did not do a good job of combining the basic theories of Marxism with the actual situation in China, and that was the result of our having violated Mao Zedong Thought. After the smashing of the "gang of four," and in particular since the Third Plenum, the heartening situation that our country has been able to bring about in the areas of politics, and economics, and the fact that we have embarked upon the road to resurgence, are not due to any other reason, but that the generation of people who were educated in Mao Zedong Thought, under the guidance of Mao Zedong Thought, summed up both the positive and negative experiences and lessons learned since the founding of our state, formulated a correct line and a whole series of programs and policies, and resolutely implemented them. The more than 4 years of practice since the smashing of the "gang of four" does not demonstrate that Mao Zedong Thought has "passed its time," but has proved that it continues to have an effect.

People who look upon the faults that occurred in our party during the course of its leading our socialist construction as being due to Mao Zedong Thought having "passed its time" do not understand that Mao Zedong Thought is a scientific term with a definite meaning. This is because Mao Zedong Thought is not the product of the intellect of Comrade Mao Zedong alone, but is also the product of the collective intellect of the Chinese Communist Party, the crystallization of over half a century of revolutionary struggle in China and experience in building a socialist society, and the result of a combination of Marxist-Leninist theory and Chinese revolutionary practice. It is a part of the treasure-house of Marxism-Leninism, and is an extremely tight scientific system formed from a great many basic viewpoints and theories. The basic aims and principles of this scientific system will for a long time to come be the guiding ideology of our party and our nation, and will not be outmoded. Not only was it applicable in the past, it is equally applicable today in building the four modernizations, and if we forsake it, then it will not be possible to succeed in building socialist modernization.

For example, there is the principle of seeking truth from facts. This is the essence of Mao Zedong Thought. It is opposed to subjectivism, dogmatism, and pragmatism. It emphasizes proceeding from a basis of reality in all things, and combining theory with practice; it is in favor of going deeply into reality, placing importance on investigation and study, and applying the Marxist standpoint, viewpoint and methods to research and solve the actual problems of the Chinese revolution and to find the laws behind things to use as a guide for our actions. Over a long period of revolutionary practice, Comrade Mao Zedong formed this basic principle into a complete, integrated leadership and work method. It became one of the excellent traditions and ways of our party. Over the past several decades, our party, based precisely on this very principle, has formulated a line and a series of programs and policies that are consistent with objective reality, and has guided the Chinese revolution and construction to the achievement of very great victories. After the smashing of the "gang of four," and in particular since the Third Plenum of the Central Committee, it is precisely because we have based ourselves on this fundamental principle that we have been able to realize a shift in emphasis in the work of the entire party, bring order out of chaos, solve a whole series of serious questions of political rights and wrongs relating to the "Great Cultural Revolution," and also solve certain historical questions left over from before the "Great Cultural Revolution,"

and implement all the party's policies that were ruined by Lin Biao and the "gang of four." It is precisely due to our having based ourselves on this fundamental principle that we have been able to come up with the "eight character" program having readjustment as its core, formulate a series of new policies, and eradicate the influence of the "left" from every area and every front. The causes of the past errors in our work are manifold, but they all derive from one single point, which is that we have violated the basic principle of seeking truth from facts. Today, we must implement the Central Committee's major policy decisions relating to carrying out a further economic readjustment and realizing a further political stabilization, and build a strong, modernized socialist country with a high level of material and spiritual civilization. It is also necessary to be consistent in upholding this basic principle.

Also, there is the principle of the mass line. Its fundamental spirit is believing in the masses, and relying on the masses: We come from the masses, and will return to the masses; we must establish a close connection with the masses, and effect solidarity with them; we must make the benefit of the masses our highest standard, and serve the people with all our hearts and with our whole minds. To take the fundamental Marxist viewpoint that the masses are the creators of history, and vividly and systematically embody it in the party's guiding ideology and practical activities, and to make the mass line the fundamental line in all the party's work--this is the great contribution of Comrade Mao Zedong and the Chinese Communist Party. In the past, relying on the mass line, we overcame one difficulty after another, defeated one powerful enemy after another, and achieved great victories in the democratic and socialist revolutions. Today, if we want to build our ancestral nation into a strong, modernized country, we must continue to uphold the principle of the mass line. If we depart from the mass line, we will not be able to accomplish anything.

Yet again, there is the principle of self-reliance. Comrade Mao Zedong considered that in either revolution or in construction, we should "place the greatest emphasis on regeneration through our own efforts, and gain outside support only as a supplementary means." We should seek to gain outside support, and we must study some good things from abroad, but at any and all times we must place our own strength on the fundamental principle of regeneration through self-reliance. Before liberation, we persevered in this basic principle, and defeated Japanese imperialism and a Kuomintang reactionary army of 8 million. After the foundation of our state, we persevered in this principle to break through the imperialist and social-imperialist blockade, and self-reliantly carried out the building of socialist industrialization. In the first 2 years after the smashing of the "gang of four," the reason for the problems in our economic construction in not taking into account the situation in the country as a whole and blindly introducing new things from abroad, is that we did not uphold the principles of Mao Zedong Thought regarding independence, keeping the initiative in our own hands, and self-reliance. It is absolutely impossible for a great country like ours simply to import modernization; rather, relying on regeneration through self-reliance on the part of the people of the entire country, we must strive arduously to create our own modernization.

The content included in the scientific system of Mao Zedong Thought is extremely rich; it is not limited only to the three fundamental principles mentioned above;

It also includes a great many other basic principles, viewpoints, and policies, and possesses long-term leadership significance. At present, we are in the midst of a period of great historical developments; we bear the burden of completing the formidable task of building socialist modernization, and there is no ready-made experience from which we can draw lessons. Therefore, we must use Marxism-Leninism and Mao Zedong Thought as our guides, unceasingly study new situations as they develop, solve new problems, and embark upon a Chinese-style path of building socialist modernization. Marxism-Leninism and Mao Zedong Thought must also, in the course of this process, advance dynamically and vigorously in their development.

The scientific system of Mao Zedong Thought is eternal! And the view that Mao Zedong Thought has "passed its time" is erroneous!

9634

CSO: 4005/638

PARTY AND STATE

IDEOLOGICAL DOUBTS RESULT FROM 'DILEMMA OF LEFT, RIGHT'

Kunming YUNNAN RIBAO in Chinese 12 Jun 81 p 1

[Article by Yang Yan [2799 6056] and Shu Dan [5289 0030]: "Analysis of the Dilemma of 'Left' and 'Right'"]

[Text] When studying the implementation of the spirit of the Central Committee Work Conference, some comrades find themselves in a dilemma of "left" and "right," in view of the demands, on the one hand, to oppose the "leftist" and on the other hand to rectify the "rightist" tendencies.

We must say that these ideological doubts are not surprising. For many years our political life knew only opposition to the right and no opposition to the "left," while the "leftist" ideology brought immense harm to the undertakings of our Party. Even though the Party has in recent years carried out a cleansing of 'leftist' deviationist ideas, under the guidance of the ideological line of seeking truth from facts established by the 3d Plenary Session of the 11th CCP Central Committee, we cannot yet say that this task has been completely accomplished. The "leftist" ideology is still the principal obstacle that impedes progress in our undertakings. Today, when the demand is put forth to oppose the "left" and be on guard against the right, it is understandable that many comrades experience a dilemma of "left" and "right," worrying and fearing that the "leftist" thought cannot be effectively overcome. This signifies that these comrades want to follow closely the Central Committee and are, subjectively, very enthusiastic, but if we do not earnestly solve their dilemma, it may affect our efforts to achieve a unity of thinking along the line, principles and policies in force since the Party's 3d Plenary Session. It may also influence our efforts to achieve a more complete economic readjustment and a more effective realization of stability and unity. For these reasons it is necessary to clarify their minds and clearly establish what is right and what is wrong.

Why do some of our comrades experience the dilemma of "left" and "right"? There are three reasons for it:

First, they have not fully understood the spirit of the 3d Plenary Session. Some comrades are of the opinion that since the 3d Plenary Session was in opposition to the "left," it would go against the spirit of the plenary session if one were to oppose a rightist trend. This viewpoint is obviously incorrect.

The historically highly significant 3d Plenary Session had as its target "two whatevers" and the long-term "leftist" ideological influences, when it demanded the liberation of the mind, "starting up the engines," seeking truth from facts, uniting as one and adopting a forward-looking attitude. Its focal point was opposition to the "left," but the plenary session also clearly pointed out: "Our country still harbors an extremely small minority of counterrevolutionaries and criminal elements who are hostile to our socialist modernization projects and would sabotage them. Under no circumstances must we relax the class struggle against them and under no circumstances must we weaken the proletarian dictatorship." This shows that the spirit of the 3d Plenary Session was one of opposition to the "left," but at the same time called to be on guard against the "right," firmly adhering to the four basic principles. Judging from present conditions, there are indeed two trends in our political life. Some comrades who have been deeply influenced by the "leftist" ideology have been affected by this malaise in a chronic way. They are in the habit of always applying the "leftist" viewpoint in studying and examining the new ideas and the new problems of today, believing that all principles and policies enforced since the 3d Plenary Session are "rightist" and "work capitalism." If we do not rectify this "leftist" ideological trend, it could seriously impede the implementation of the principles and policies enforced since the 3d Plenary Session. On the other hand, there is indeed in our society a kind of ideological trend which doubts, calumniates and attacks from the right the socialist system and undermines the four basic principles. In the face of this kind of ideological trend, we cannot, of course, stand by inactively; we have to strengthen ideological education, or even to carry out criticism and struggle if necessary. Opposition to the "leftist" trend while simultaneously maintaining our guard against the right is therefore not only in accord with the spirit of the 3d Plenary Session, but also a necessity demanded by the objective realities.

Second, there is a lack of correct understanding of the antideviationist struggle within the Party. The principle of antideviationist struggles within the Party is that deviations must be combatted be they on the left or on the right, concrete conditions must be subjected to concrete analyses, when one kind of deviation is the focal point, one must also be on guard against any other kind of deviation. This is so because everything divides into two. In the process of its development, a matter shows two latent trends, namely one toward the "left" and one toward the right. If we pay attention to only one trend and overlook the other trend, this may result in a change into reverse and bring about great harm to our undertakings. We have had a profound lesson in this respect. In the past, over a fairly long period of time, we blindly persisted in opposition against the right, giving little consideration to the dangers and great harm to the revolution and to our construction caused by leftist mistakes, so that some comrades invariably believed that left is better than right, "left" is a question of method and right is a question of viewpoint, etc. After the 3d Plenary Session, we gave attention to the rectification of the leftist deviationist ideology. Because of their extreme hatred for the perniciousness of the "left," some comrades lacked the necessary vigilance and powers of discernment regarding certain rightist ideological trends that arose in society. This kind of extremism and "cutting with one knife" work style in one's actions obstructs the correct launching of the antideviationist struggle and leads of necessity to the dilemma of left and right.

Third, there is the incorrect understanding and improper use of the concepts of left and right. Comrade Mao Zedong once said: "What is called 'leftist'?" Going beyond one's times and prevailing conditions, making rash advances in principles, policies or actions, irresponsible combativeness in the question of struggles and controversies, that is "leftist." "Lagging behind one's time and present-day conditions and lacking militancy, that is rightist." The so-called "leftist" and rightist trends are deviations from Marxism-Leninism in the guiding ideology governing the Party's principles and policies. It does not point to some minor deviation or deficiency of this or that nature in a particular job, and it is mainly concerned with conditions within the Party. Certain ideological trends that arise in society are sometimes also designated as "leftist" or rightist concepts, to explain their character. However, regardless of whether the terms "leftist" or rightist are applied to the guiding ideology within the Party or to ideological trends in society, the terms point to problems of tendencies. They are very serious political concepts and must not be used indiscriminately with regard to particular persons or things. Some comrades do not clearly understand this principle and try to distinguish between "leftist" and rightist with regard to particular things or persons, which of course they find difficult to do. It is not only difficult to do, but will also easily lead to an erroneous assessment of problems. For instance, in day-to-day work or in particular targets of economic activity, it is difficult to designate one or the other as "leftist" or rightist and will often lead to mistaken judgments.

We have many successful examples in the history of our Party for the correct struggle against deviations, when struggle against one certain kind of deviation was carried out while attention was paid to guard against another kind of deviation. It is only natural that the above-mentioned various misunderstandings and ideological doubts arose in the minds of some of our comrades due to their insufficient understanding of our Party's history and in the face of our Party's demands for opposition to the "leftist" tendencies while at the same time pointing to the need to be on guard against rightist tendencies. However, these conditions are only of a temporary nature and a solution to these problems is not difficult to achieve if one shows willingness to study and thoroughly reflects on the problem.

PARTY AND STATE

BRIEF ANALYSIS OF 'LEFTIST,' RIGHTIST IDEOLOGIES GIVEN

Wuhan HUBEI RIBAO in Chinese 11 Jun 81 p 3

[Article by Jiang Zhenggao [1203 2973 7559]: "An Analysis on 'The Left' Is Better Than 'The Right'"]

[Text] Since the "left" dominated all our thinking, our political life and economic work for a long period of time, the belief was created that "left is better than right," and it induced many people to "allow 30 percent in all affairs to the 'left'" and in handling anything that comes up "rather the 'left' way but never the right way." Is "left" really better than right?

In common usage, the terms "left" and right denote two erroneous deviations, both of which are equally harmful to the revolution, affect adversely our construction and are equally wrong with no difference between them. However, if we examine the question in depth, it will not be difficult to find that even though the "left" is no less pernicious than the right, there is something "good" in the "left" as compared with the right, but in quite a different sense.

First, a "leftist" tune is somehow "pleasing to the ear." "Left" can easily be used to disguise one's true self under a pretty mantle or by pleasant-sounding speeches. Generally, "leftist" formulations and "leftist" slogans sound "one octave higher"; they have a kind of 100 percent Bolshevik flavor and give the impression of being thoroughly revolutionary ideas. They are apt to move and befuddle people. When the "left" is used in connection with the guideline for our political life, we get such high-sounding phrases as "revolution breaks out in one's innermost soul," "overall dictatorship," "smashing the fortified villages," "taking the lead," "cutting the tail of capitalism," etc. When "left" is used in connection with the guiding ideology for economic construction, we get such terms as "Great Leap Forward," "high speed," "entering communism earlier than planned," etc. These high-sounding "leftist" terms were used to exploit good and honest people's fervent love of their leader, their yearning for a speedier development of our country and their disdain for the private ownership mentality. As a result, some people who only listened to the words, without observing the deeds and investigating facts, were confusing public opinion, and even after having themselves experienced the utmost hardship, they still maintained that the "left" is better than the right.

Second, practicing the "leftist" ideas is more facile. Due to the fact that the "leftist" ideology dominated for a long time, it was not only easy, but also safe to go along with it. No matter what unpleasantness resulted from practicing the "leftist" ideas, for a long time one phrase, "bad affairs are being managed with good intentions," promised to bring universal happiness. No matter what great losses the "left" inflicted on the revolution and on our constructive undertakings, the simple phrase, "let us have political accounting, not economic accounting," would take care of all our expenditures. Even if at times there were campaigns against the "left," these were merely considered "problems of method." Besides, shortly after they were over, things would still return to the "leftist" way. Furthermore, in the repeated campaigns against the right, which were launched over the years, people could see that not only the genuine rightist elements got into trouble, but that even those who were not rightist-inclined, who merely did not follow closely the "leftist" ideology, were also labeled "rightist deviationists," which meant "of questionable viewpoint," and then also they were made to suffer hardships. Particularly because "left" was so much easier to practice and so much safer, people who were afraid to take any political chances would therefore consider "left" better than right.

Third, doing the "leftist" things brought "benefits." Under these conditions, when "leftist" tunes sounded so much more pleasant and the practice of the "leftist" things was so much easier, some "outstanding personalities" with "good understanding of the times" realized that personal benefits could be reaped from promoting the "leftist" ideas, whereupon they spared no efforts in pursuing "leftist" ideology. To demonstrate the "courage and lofty aspirations" in their "leftist" conduct and to gain the mentioned benefits and favors and reap the personal profits, they had no scruples in bringing down disasters upon the common people and in wasting huge amounts of money. Millions were engaged in futile efforts to carry out something called "cutting the tail" socialism and in large-scale engineering projects of something called "transferring water from west to east." Sure enough, some reaped personal "benefits," and it is those people who tasted the "sweet end" of "leftist" actions who felt so much stronger that "left" is better than right.

To sum up what is stated in the above, good and honest people have been befuddled by the "pleasing sound of the 'leftist' tunes," so that timid people became compliant because the "leftist" ideas were easy to pursue, and covetous people were attracted by the fact that "going in for the 'leftist' ideas brought opportunity to reap private profits." These are the reasons why "left," in its substance, is "better" than right, and this is the main source from which the mentality that "left" is better than right was born.

"Left" is certainly not better than right. That is beyond the slightest doubt. If someone were to insist on ranking one above the other, it would have to be said, on the contrary, that the "left" is more deceptive since its tune is so much more pleasing to the ears. It is more pernicious since it is so much easier to pursue. It is also more of a corrupting force on the people since it allows the reaping of private profits. Furthermore, the "left" is so much more dangerous in nature since the repeated campaigns against the right and only few campaigns against the "left" have made some people believe even to this day that the "left" is better than the right. We must indeed eradicate the superstition that "left" is better than right so that we may better be able to advance along the correct path determined by the 3d Plenary Session.

8453

CSO: 4005/697

PARTY AND STATE

LACK OF THEORETICAL GROUNDWORK BLAMED FOR IDEOLOGICAL CONFUSION

Wuhan CHANGJIANG RIBAO in Chinese 28 May 81 p 4

[Article by Li Yanhai (2621 1750 4253) and Yao Weidong (1202 5898 2639): "It Is Necessary To Lay A Theoretical Groundwork"]

[Test] A leading comrade of the Central Committee recently pointed out that today some people touch only the surface when they argue a case because they know very little about theory and practice. Only by laying theoretical groundwork can we truly correct mistakes including both "leftist" and rightist mistakes. We want to take this opportunity to focus our discussion on the importance of laying good theoretical groundwork.

Everything is the unity of its essence and appearance. The appearance of a thing is its external relation while its essence is its internal relation. The appearance of a thing is a reflection of its essence while its essence is the basis of its appearance. The objective of science is to penetrate the appearance to know the essence. How can we come to grips with the essence of a thing? Apart from practical experiences, one must conscientiously study Marxism-Leninism-Mao Zedong Thought and apply the world outlook and methodology of the proletariat to process perceptual material so that one can "discard the dross, select essentials, eliminate the false and retain the true, and proceed from one side to the other and from the outside to the inside." This means that the theoretical groundwork is necessary. Lenin said: "The extraction of all matters, the extraction of natural laws, the extraction of value and the extraction of all other things, and in short, all scientific (correct, decent but not absurd) extractions are a profound, correct and comprehensive reflection of the nature." Marxism correctly reflects the laws governing the development of society, and is a universally applicable truth, symbolic of the world outlook and methodology of the proletariat. Its omnipotence lies in its ability to analyze, precisely, accurately and scientifically, the nature of human society and the laws governing its development. Marxism resembles telescope and microscope which enable us to know the complicated nature of social life and which provide a key for us to know the secrets of society. As soon as we lay a good theoretical foundation, we can apply the laws governing the development of society as a basis for formulating a correct line, principle and policy and use them as our correct guide to action. Without the revolutionary theory, there would have been no revolutionary movements. This is perfectly true.

The line, principles and policies adopted since the Party's Third Plenum resulted from integrating the universal truth of Marxism with the concrete practice in the Chinese revolution and construction under the current historical conditions. Therefore, they are entirely compatible with the aspirations of our nation and undoubtedly correct. However, some of our comrades still do not understand the line, principles and policies adopted since the Third Plenum. They even have raised many questions about their feasibility. Some comrades have come up with another misconception after correcting one misconception. Examples follow: The policy decision of the Third Plenum on shifting the emphasis of the party's work to socialist modernization has been viewed by some comrades, however, as a tendency to promote the "theory of the dying out of class struggle" and as a deviation of the party's principles and policies toward the right. They also have had serious misgivings about this major policy of historical significance. Shortly after we corrected the mistake of taking the class struggle as the key link, some comrades have lost sight of the class struggle and have denied its existence. These two biased views result from a lack of the understanding of the Marxist theory of classes and class struggle. The Marxist viewpoint holds that classes belong to the economic rather than ideological and political domains. After losing the means of production, exploiters as a class have ceased to exist. At this time, it is deemed necessary to shift the emphasis of the party's work to economic construction. But this does not mean that the class struggle has come to an end. As a matter of fact, there still exist vestiges of class struggle. For this reason, in the course of economic construction, we must follow a correct and realistic approach to the class struggle.

The principles of emancipating the mind, starting up the machinery, seeking truth from facts and uniting and looking forward, laid down during the Third Plenum, have been proved correct. The discussion on the criterion of truth launched under the guidelines of the Third Plenum has been instrumental in eliminating the influence of the "leftist" ideology and in rectifying the ideological line. But some comrades have viewed the launching of this discussion as a denunciation of the four basic principles while other comrades cast doubt on these principles. What causes this problem? The main reason stems from their inability to clearly understand the basic Marxist theory of the emancipation of the mind. Marxism teaches us: The emancipation of the mind does not mean driving the mind into a state of hallucination. The emancipation of the mind is a commitment to study new situations and solve new problems under the guidance of correct principles and to free our minds from the shackles of all erroneous ideas. Clearly, the emancipation of the mind will benefit from upholding the four basic principles and will serve to uphold these principles in a better way. It is obviously wrong to split or pit the two ideas against each other.

Since the Third Plenum, in order to promote agriculture, the Central Committee has issued a decision calling on all localities in the countryside to enforce the system of responsibility for joint operations and labor compensation from the standpoint of their actual needs and in a manner appropriate to their specific conditions. This is actually a correct policy and an effective measure to develop agriculture. However, some comrades have called this "a capitalist road or capitalist restoration under the pretext of socialism." These comrades clearly do not understand the Marxist principle that the relations of production must keep in step with the development of the productive forces. In the past, we also carried out a series of reforms in the relations of production which have left this impression that the superiority of socialism is nothing but something bigger in size and more socialized,

the bigger the better and the more socialized the better. The consequence was a damage to the productive forces instead of giving impetus to their development. This is a costly lesson to us. The system of responsibility for joint operations and labor compensation now in force in the countryside is designed to facilitate the development of productive forces. It has been proved feasible through practice. But in the course of criticizing the misconception that "the road to socialism must pass through the stage of poverty," some people have denounced the necessity of socialist transformation of the 1950's in our country and the systems of agricultural collectivization and the socialist system of public ownership. They even have gone so far as to deny our country its socialist nature at the present stage. Fundamentally, this trend of thought is a negation of the truth that "only socialism can save China," and derives from the misunderstanding of the aspirations of the Chinese nation and of the theory of scientific socialism and an ignorance of a clear distinction between the new and old democratic revolutions.

The aforementioned fact shows that if our comrades depart from the Marxist theory as a guide, they will be unable to understand the party's line, principles and policies correctly, and will even deviate from the correct course in practice. Now let us say that in order to deepen our understanding of the party's line, principles, and policies, increase our consciousness of the need for their implementation and bring the socialist modernization program to a successful conclusion, we must conscientiously study Marxism-Leninism-Mao Zedong Thought and lay a good theoretical groundwork.

9574

CSO: 4005/718

'LEFTIST' ERRORS REVIEWED, DENOUNCED

Harbin XUE LI LUN in Chinese No 5, May 81 p 23

[Article by Guo Jingchun 6753 2529 2504]: "What Are the Main Sources of Our 'Leftist' Errors?"

[Text] During the last 20 years, the main errors committed by our party in economic construction were "leftist" errors in the party's guiding ideology. These "leftist" mistakes were by no means accidental, but they had their deep roots.

Considering their ideological sources, the "leftist" errors were mainly departures from the ideological line of dialectic materialism. Opportunism and adventurism are characteristic of the distinction between the subjective and the objective, the separation of cognitive from practical experience. The reasons for our "leftist" mistakes were precisely the failure on our part to gain a clear understanding of the Chinese conditions, the subjective guidance that did not conform with the objective realities of our country. In many undertakings and on many problems "the objective conditions were disregarded and the objective laws were violated, fantasies were regarded as truth, subjective will was relied upon in carrying out work, and things that might become possible in the future will forcibly programmed from immediate action." Ideological subjectivism and metaphysics caused the subjective guidance to become divorced from the objective realities of our country. It ended with an initiation of all the "leftist" things. In the development of our productive force, reform of production relations started out from subjective hopes and wishes, wanting everything to come about the faster the better. As a result it brought about the great destruction of our production force. Analyzing the prevailing class conditions in our country, the subjective cognition again deviated from the objective realities, with the belief that class struggle is best if conducted in the fiercest way. As a result it led to the 10 years of calamity of the Great Cultural Revolution. Facts have clearly shown, that it is precisely our failure to adhere firmly to the principle of seeking truth from facts, of linking theory with reality, of starting out in everything from the realities, that created the "leftist" errors of 20 years duration and all the grievous harm these errors inflicted on the Party and the country.

Considering the historical sources, we see that the "leftist" errors evolved during a certain process of historical development. Reviewing the 60 years of our Party's history, the periods of "leftist" mistakes cover the longest periods of time. In the course of rectifying the rightist opportunism of Chen Duxiu, there arose putchism. Following this, we had the mistaken "leftist" opportunist line of Wang Ming, which

almost wrecked our Party and our revolution. In the short 7 or 8 years after the inception of our Party, three "leftist" mistakes had been committed, which shows that our Party from its earliest days was contaminated with a kind of "leftist" disease. After victory in the democratic revolution, we were on the right course for an extended period of time, but symptoms of the old disease showed up again during the socialist remolding and the latter part of the First 5-Year Plan, when all work was done in an impetuous, crude and wretched way. Later again, a leftist deviationism and utopian mentality gradually developed, divorced from the realities and overanxious for quick results. In the antirightist struggle of 1957, we committed the mistake of enlarging the scope of the class struggle. In the Great Leap Forward of 1958, we committed the mistakes of "arbitrary and impractical directions," "habitual boasting and exaggerating" and of "stirring up a communist wind." In 1957, a struggle was launched, quite inappropriately, against so-called rightist deviationist opportunism within the Party. The result of the "leftist" tendencies was a series of "3 years of distress." Thanks to prompt measures taken by the Party Central Committee, the "leftist" mistakes were rectified to a very large degree, and the national economy returned to a correct path of recovery and development. However, due to the fact that not all roots of the "leftist" tendencies had been thoroughly eliminated, theories calling for a broadening of the class struggle were again voiced in 1962, and these theories were later even further developed. In this way, the "leftist" errors reached great heights and finally culminated in the 10 years of the Great Cultural Revolution. This shows that the "leftist" things did not occur abruptly, but have had historical roots.

Considering the social sources, we see that the "leftist" errors were mainly due to the influences of the petty bourgeoisie. Since ours had been a feudal society over long periods in our past, the influences from the vestiges of feudalism were extremely serious. At the same time, the petty bourgeoisie had also been an extremely large component of our country, and this petty bourgeoisie, which was mainly engaged in small-scale production, had an extremely strong influence in our country. A large section of our party members came from the petty bourgeoisie, and thus were engulfed in a mass of petty bourgeois elements, which resulted of course in tenacious manifestations of petty bourgeois and remnant feudal influences. The fundamental characteristic of petty bourgeois mentality is the subjectivism and one-sidedness in the study and solution of problems. The main characteristic of petty bourgeois psychology is its impetuosity and fanaticism. Following the establishment of our new China, especially after the rather smooth success in our socialist transformation, we, on the one hand, lacked experience in building up the socialist economy, but on the other hand were full of expectations to be able speedily to change our condition of poverty and backwardness. All these characteristics of ideological subjectivism, one-sidedness, impetuosity and fanaticism combined were of course bound to lead to a series of leftist deviationist and utopian tendencies.

The various aspects pointed out in the above are the main sources for our Party's "leftist" mistakes during the past 20 years. Although the "leftist" mistakes have had their particular roots, they can certainly be overcome. At the time of the democratic revolution, we were already successful in overcoming the leftist deviationist line within our Party. Following the 3d Plenary Session of the 11th CCP Central Committee,

we are now engaged in rectifying "leftist" mistakes. The present Work Conference of the Central Committee signifies that in its political line, our Party has completely turned away from the "leftist" mistakes. Under the leadership of our Party Central Committee and guided by the spirit of the Work Conference of the Central Committee, we are determined to effect radical reforms; we shall thoroughly eradicate the "leftist" influences and with a steady step advance our undertakings of modernization.

8453

CSO: 4005/696

PARTY AND STATE

ADVOCATION OF CAPITALISM TO REPLACE SOCIALISM DENOUNCED

Chengdu CHENGDU RIBAO in Chinese 16 Jun 81 p 3

[Article by Qi Ping [7871 1627]: "Review the Past and Move Forward Steadfastly"]

[Text] Some people who consider capitalism superior to socialism envy and cherish the decadent Western ways of life. Some even think of "embarking on a search" for the so-called "ways of development" from the capitalist countries. These ideas are undoubtedly erroneous. To correct these ideas and raise our political consciousness, it is absolutely necessary to review the contemporary Chinese history.

A review of the contemporary Chinese history reveals that the Opium War of 1840 marked the beginning of the entry of the capitalist powers to China, which used guns and artillery to open the door to our country. From then on, the world's imperialists, both big and small, vied to beat each other's path to China, gradually reducing our country to the disgraceful status of semifeudal and semicolonial society. To rehabilitate the Chinese nation and save the Chinese people, many dedicated men including Hong Xiuquan and Sun Yat-sen began a long, hard struggle to search in many ways for the truth of national salvation. Subsequently, there were peasant uprisings, political reforms and attempts to learn from the West and build a bourgeois republic. In the end, they all failed. Just as Comrade Mao Zedong said: Before the founding of the CCP, "we had tried almost everything but failed. The Western bourgeois civilization, bourgeois democracy and the formula for a bourgeois republic went broke in the eyes of the Chinese people."

In 1917, the October Socialist Revolution took place in Russia, spreading Marxism-Leninism to China. In 1919, the great "4 May Movement" broke out in our country. Later on in 1921, the glorious CCP was born to assume the leading role in the Chinese revolution, thus ending a long dark night and opening up a bright prospect for the Chinese people. Under the CCP leadership, the Chinese people finally succeeded in overthrowing the "three big mountains" which weighed down on their backs and founded new China following 28 years of bloody struggle. Following the founding of New China, under the CCP leadership, the wounds caused by the war were quickly healed and the national economy was revived and developed with the strong support of the broad masses of people. Today, an independent and relatively comprehensive industrial system has been established in our country along with an equally independent national economic system. In this way, a backward agricultural nation has been transformed into an agricultural country with considerable industrial power. In the brief period of 30 years, in terms of the output of major industrial and agricultural products, our country has fulfilled a mission that might take capitalist countries 50 to over 100 years to complete, thus demonstrating the superiority of the socialist system.

Historical facts powerfully prove that without the Communist Party, there would have been no new China; only socialism can save China; Marxism-Leninism-Mao Zedong Thought is to us a symbol of victory; the people's democratic dictatorship or the dictatorship of the proletariat is a magic weapon that cannot be discarded. The four basic principles we must uphold have been adopted in accordance with a historical decision as a fundamental guarantee for building China into a modern socialist power with high level democracy and high level civilization. However, some time ago, some people even went so far as to say that with a backward economy and culture, our country is not qualified to promote socialism, and now is the time for us to move back to take some refresher courses in capitalism. This is an absurdity which shows no regard for the historical facts accumulated by our country over the past century as well as for its achievements in socialist practice over the past 30 years. In fact, this absurdity is nothing new but a reharping of the same old tunes. A recollection will turn up such questions as: Where should new China go in the wake of the victory of the democratic revolution? "Should it go capitalist or socialist? Many people face these questions without clear-cut answers." At that time, some people armed with book knowledge contended that only after capitalism has run its full course can we engage in the socialist revolution. Aware of the aspirations of the Chinese nation, and armed with the Marxist-Leninist theory of continuing revolution, the CCP and Comrade Mao Zedong taught the entire party membership and the Chinese people to correctly distinguish the democratic revolution from the socialist revolution and to handle their relationship properly, thus clearing the way for them promptly and gradually to complete the process of revolutionary transition. This can be called a successful example in the history of world socialism. Advocating that our country should now move back to take some refresher courses in capitalism in order to fully develop capitalism is actually asserting a roll back of history.

History is a mirror. The history of our country over the past century repeatedly tells us that China is not prepared to take the capitalist road, and cannot achieve prosperity and affluence without party leadership. Although our party has committed mistakes in the course of leading the socialist undertakings which are responsible for preventing the full demonstration of the superior socialist power, it has never covered up its faults. Since the downfall of the "gang of four," and especially since the 3d Plenary Session of the 11th Party Central Committee, our party has made public its mistakes which have occurred since the late 1950's, summed up experiences and lessons, corrected many years old "leftist" mistakes, restored and formulated the correct line, principles and policies. This action demonstrates the greatness of the CCP. Any attempts to get rid of, and any expression of opposition to, party leadership, and any skeptical and negative attitude toward the socialist system are wrong and harmful. We must learn lessons from history, take note of the inevitable historical course, uphold and preserve the four basic principles, revive the national spirit, unite as one, move forward confidently, and work diligently and hard in order to make a contribution to the cause of socialist modernization.

9574

CSO: 4005/738A

PARTY AND STATE

STUDENT RECRUITMENT REGULATIONS FOR 1981

Yinchuan NINGXIA RIBAO in Chinese 11 May 81 p 3

[Article: "1981 Regulations on Recruitment of Students for Schools of Higher Learning and Secondary Vocational Schools in the Ningxia Hui Autonomous Region"]

[Text] 1. Recruitment Targets and Conditions

Students registering for examinations must support the Chinese Communist Party, have deep affection for the socialist homeland, be law abiding, and be resolved to study hard for socialist modernization; be a graduate of a senior middle school or have the equivalent education; be in good health; be unmarried; be no more than 25 years of age (born after 1 September 1953). Young persons with good work records and outstanding academic achievements, on evidence from their units, may be as old as 28 (born after 1 September 1958; beginning in 1982 the maximum age for registrants will be 25). Students registering for entrance examinations to foreign language departments (faculties) of normal colleges and schools may be as old as 25 (born after 1 September 1956); students registering for examinations for admission to physical education departments should be more than 22 (born after 1 September 1959). However, trainers and physical education teachers can be as old as 25. Outstanding athletes (i.e., members of championship teams from the above autonomous region level) may be as old as 28.

Young people who are senior middle school graduates or have the equivalent education and who are recruited for secondary vocational schools should be no more than 22 (born after 1 September 1959). Junior middle school graduates who are recruited should be between 15 and 18 (born before 1 September 1966 and after 1 September 1963). Those enrolling in normal schools who worked in, or were substitute teachers in minority-run elementary schools before 1975 may be as old as 32 (born after 1949) and can continue to study whether or not they are married.

Staff and workers of state and collective enterprises must be approved by the unit before they can register for examinations. Teachers in middle schools and publicly run middle and elementary schools can enroll only in normal schools, while those in minority-run schools are not so limited.

The following persons may not register for examinations:

Students who have been enrolled in television universities (limited only to workers on the job), staff and workers of higher schools, peasant higher schools and who

have been released or semireleased from production for more than 2 years.

This year's graduates of secondary vocational and technical schools, students in school and students who have withdrawn from school for irregular reasons (those who have graduated from those schools and workers for 2 years may, with approval enroll in a higher school appropriate to their vocation.

Students who were admitted to a higher school or secondary vocation school in 1980 but did not obey the assignment.

Young people from other provinces, cities and autonomous regions who settled in Ningxia after the 1981 Autonomous Region Student Recruitment Conference (18 April) (except for those who moved here with a directly related family member.

Students who were admitted by a university or secondary vocational school but did not obey the assignment in 1981 may not register for examinations next year.

II. Enrollment Methods

Youths who wish to register for the examinations may apply through their school, factory, mine, agency, enterprise unit, commune or neighborhood office (students who will graduate this year should apply through their schools and those who have gone back to school or are enrolled in after-work schools should apply through their school of current enrollment). After verification by the person's unit that he meets the necessary conditions and after approval by the county (regional) student recruitment commission, an examination permission certificate will be issued allowing the person to participate in the unified examinations.

Military personnel who have been demobilized or transferred to another occupation and who have been assigned work or not yet assigned work and hold a county (regional) people's government certificate may register directly with the county (regional) student recruitment commission where they are located.

At the time of registering for examinations, persons must submit residence certificates and school records, hold a letter of introduction from their unit and submit three recent half-length, bareheaded, full-faced photographs.

Young people who wish to register for the examinations should do so in the county (region) of residence. Staff and workers and their children who must be out of their district for long periods of time on public or collective business and must have permission to travel may register for examinations through their present location, due to county (regional) recruitment offices' connection between unit and work location. After the examination, the county (regional) recruitment office through which the person registered will send the examination papers in a sealed envelope directly to the Ningxia recruitment office for evaluation and acceptance.

This year Ningxia will not carry out preselection. University and secondary vocational schools will not carry out duplicate registration; secondary vocational schools which have recruited senior middle school students or graduates of junior middle schools need not carry out duplicate registration, letters and science faculties of universities need not carry out duplicate registration. Students registering

for the examinations for foreign language schools or vocations may also register for the faculty of letters. (Examinees registering for higher schools must indicate foreign language preference at the time of registration.) Examinees registering for senior middle vocational schools may also register for senior middle technical and industrial schools and students registering for junior secondary vocational schools may also register for junior middle technical and industrial schools.

Registration dates: 20-24 May 1981. There will be no registration after this period. This year's graduates from junior middle schools who wish to register for the examinations to enter secondary vocational schools can do so 10-14 June.

Examinees complete the forms and submit them of their own free will and will follow through after the results are made public.

III. Culture Examination

The Ministry of Education has set the questions on the higher examination. The autonomous region's districts, cities, counties (regions) organize the examination and the autonomous region organizes the grading. Examination subjects are: literature and history (including foreign languages) examination tests politics, language, mathematics, history, geography and foreign languages; the science, engineering, agriculture and medicine examination (including physical education) tests politics, language, mathematics, physics, chemistry, biology and foreign languages.

There are six foreign language examinations: English, Russian, Japanese, French, German and Spanish, of which the examinee must select one.

Foreign language results account for 50 percent of the total score for both the examinee's own subject and for junior college.

Examinees registering for foreign language schools and colleges and departments (vocations) should take an oral examination in addition to a written one. The results of the written examination will be part of the total score, the results in mathematics will not. Beginning in 1983, the results in mathematics will be part of the total score.

Examinees registering for examinations for physical education schools and colleges (including physical education vocation in normal schools) must take a physical education examination (to be held at another time) in addition to the culture part of the examination in science, engineering, agriculture and medicine.

Examinees registering for normal schools must have an in-person examination.

Questions for the secondary vocational school examination are all set by the autonomous region and the examination is organized by the city and county (region) and graded by the district and city. The examinations subjects are: politics, language, mathematics, physics and chemistry.

Examination dates: higher schools: 7-9 July; secondary vocation schools: 12-13 July.

Examination results will only be communicated to the individual. They will not be made public. Examination results are final.

IV. Political investigation

The political investigation will focus mainly on the individual's political and ideological behavior. Responsibility for political investigation of senior middle school students who will graduate this year and returning students rests with the middle school they are attending. For young people no longer in school responsibility rests with the parents' unit of the neighborhood or commune and for those currently employed it rests with the work unit. In both cases, investigation will take place after the examination results are made public.

The unit conducting the political investigation should adhere strictly to the 1981 student recruitment political investigation regulations and do a conscientious job of this task.

V. Health Examination.

Student recruitment commissions and public health sections at all levels should strengthen leadership of physical examinations and assign well-qualified hospitals from above county level to undertake this work. Physical examination personnel should study carefully and master correctly the physical examination standards and do their jobs conscientiously.

Physical examinations are to be conducted after examination results are made public.

Physical examination standards for higher school entrants (including the physical examination standards for military schools and colleges) will be made known to examinees by county (regional) student recruitment commissions.

Secondary vocation school students recruitment political investigations and physical examination standards should be executed with reference to relevant regulations of higher schools.

VI. Principles and Methods of Acceptance.

In accepting new students, comprehensive assessment of morality, intelligence and physical condition should be considered as well as the principle of choosing only the best. The method of acceptance is as follows: those who qualify in the political investigation and the physical examination will be ranked and the best accepted with reference to their stated order of preference and with attention to their scores in the examination subjects and in the comprehensive assessment of morality, intelligence and physical condition.

Those examinees who registered for higher schools whose language and mathematics scores (the language scores of those registering for examinations for foreign language vocations) do not meet the stipulated demands (determined by the autonomous region on the basis of overall scores) should be placed one category lower.

Senior middle school students graduating this year who have been evaluated as "three goods students" for 2 consecutive years, who are hard workers, have been outstanding

student cadres and have met national physical training standards along with other students who have met the same conditions should have priority acceptance. In the future, all graduating senior middle school students who register for higher school examinations should meet national physical training standards.

The minimum acceptance score for minority people's examinees can generally be relaxed by one category.

Acceptance scores for examinees who have weak educational backgrounds and come from such mountainous and remote border regions as the Guyuan District, Tongxin and Yanchi may be suitably relaxed.

Those who have studied 1 year's basic senior middle school course in minority people's classes held by higher schools with good performance and who through observation and study have basically met vocational study conditions, will be promoted to the class of 1982 in the relevant vocation of that school and need not participate in the national examinations.

VII. Examinee Expenses and Treatment

Each examinee must pay a 50-cent registration fee. All expenses at the time of the examination and travel expenses after acceptance are in principle the responsibility of the individual. Those for whom the journey is long and poses an economic hardship can ask for help. State staff and workers may ask their units for help, other new students, with evidence from their units, can request help from the county (regional) student recruitment commission.

State staff and workers who have been employed for more than 5 years will receive staff and worker bursaries while they are in school. Other new students must use the people's grant-in-aid system.

VIII. Time of Admission and Reexamination for New Students

New students will enter key schools and colleges on 1 September. Ningxia schools of higher learning should begin no later than 20 September. Ningxia secondary vocational schools should begin no later than the end of September.

After new students begin school, the school should reexamine them carefully and all students who do not meet the qualifications should be relieved of their student status.

IX. Students Recruited for Arts, Educational and Military Schools and Colleges

This year, art and education schools and colleges (including arts and education departments and faculties of normal schools and colleges) and military command schools and colleges will recruit individual students earlier. Student recruitment will be carried out in accordance with the combined regulations of the Ministry of Culture, the Physical Education Commission and the Chinese PLA General Political Section and Education Section.

X. Resolutely Oppose and Resist Improper Styles.

To continue to restore and develop the party's good traditions and work styles, it is necessary resolutely to oppose and resist the improper styles of bending the law for private purposes and "going in the back door." Leadership cadres at all levels should set a good example. Student recruitment personnel (including school and college acceptance personnel) and those who participate in the political investigation, physical examination cadres and doctors all should abide strictly by the policies and stipulations for student recruitment, handle matters impartially, and not give in to any bending of the rules for private purposes. If any instances of bending the rules, trickery in the political investigation or physical examination or "going in the back door" are discovered they should be investigated carefully and handled strictly to clear up the bad behavior and discipline or even punish according to law. All those who have the courage to uphold principle and struggle with persons who have improper work styles should be supported and praised. Those who trump up charges and vilify good people should be dealt with conscientiously.

Student recruitment is an important part of developing talented persons for the nation. People's governments at all levels should strengthen leadership and relevant agencies at all levels and schools should strengthen student recruitment propaganda education, propagandize the party's student recruitment policies and relevant regulations. To do a good, conscientious job of examining political and ideological work and guide them to continue with more schooling, to teach young people to have the correct attitude about further education, have "a Red heart and two kinds of preparation," comply with state needs and assignments, and to encourage young people to register for such vocations as agriculture, forestry, coal, petroleum, and geology which are urgently needed by the nation.

Ningxia Hui Autonomous Region Higher School Student Recruitment Commission. 23 April 1981

8226

CSO: 4005/711

PARTY AND STATE

TECHNICAL SCHOOLS STUDENT RECRUITMENT REGULATIONS FOR 1981

Yinchuan NINGXIA RIBAO in Chinese 11 May 81 p 3

[Article: "1981 Technical Schools Student Recruitment Regulations"]

[Text] In recruiting students in 1981, technical schools must uphold the principle of comprehensive assessment of morality, intelligence and physical condition and accept only the best to guarantee the quality of new students.

I. Training goals

To train technical workers who have socialist awareness, have mastered modernized production skills and have a basic knowledge of intermediate technical theory.

II. Recruitment targets and conditions

Young people registering for the entrance examinations must support the Chinese Communist Party, love the socialist ancestral land ardently, have communist moral character, be law-abiding, love labor, be willing to study hard for the realization of socialist modernization, and obey state assignments after graduation.

The targets of technical school student recruitment are unmarried young people from urban families (including intellectual youth who have gone to the mountains and countryside) who are in good health, between the ages of 15 (born before 1 September 1966) and 22 (born after 1 September 1959) and have the cultural level of a junior or senior middle school graduate.

Young people who already have a profession or are still in school cannot register for the entrance examinations.

Entrants who were accepted in 1981 but did not attend, and those recruited for jobs within the year may not register for technical school entrance examinations the following year.

III. Registration method

Those who meet the above conditions may register at their school or commune (neighborhood) unit. At the time of registration, unemployed urban young people must have a permanent residence, young people who have gone to the mountains or countryside

must have their own permanent residence card and a down to the countryside certificate. At the same time, these persons must submit their school records and three recent, half-length, bareheaded photographs. After examination by the individual unit, the examinee's unit will send someone with a letter to the county (regional) student recruitment office to obtain registration forms which will be given to the individual young people to be completed. These forms will then be collected by the unit and sent to the county (regional) student recruitment office for approval and the issuance of examination certificates.

Those registering for entrance examinations for junior middle technical school may also register for entrance examinations for senior middle technical school. Those registering for entrance examinations for senior middle technical school may also register for entrance examinations for senior middle vocational school but may not register for entrance examinations for university. Senior middle school graduates and those who have attended senior middle school cannot register for the entrance examinations for technical schools or vocations which recruit persons with the cultural level of a junior middle school graduate.

Registration times are the same as for secondary vocational schools.

IV. Examinations

This year technical schools and secondary vocational schools are combining their recruiting. Municipal and county (regional) student recruitment commissions will make up the examinations and they will be graded by the administrative office and the municipal student recruitment commission. The examination subjects and examination times are the same as for secondary vocational schools.

The examination results will be made known only to the examinee and will not be made public. All examination results are final.

V. Political Investigation and Physical Examination

Political investigation and physical examination of students recruited for technical schools should be performed according to the "Views on Political Investigation of New Students Accepted by Technical Schools" and "Standards and Detailed Regulations on Physical Examination of Students Recruited for Technical Schools."

VI. Acceptance

If the political investigation and physical examination results are acceptable, examinations will be ranked by grade and the best selected, with reference to their stated preference. In view of the fact that technical schools are in the science and engineering fields, to guarantee the quality of new students, it is essential to consider overall scores, but it is necessary to pay attention to scores in mathematics, physics and chemistry.

Acceptance scores of minority examinees will be suitably relaxed.

VII. Student recruitment this year can give consideration to the children of staff and workers in units which operate schools, but the same standards of morality,

intelligence and physical condition must be met and the principle of accepting only the best must be upheld.

VIII. Expenses

Each examinee must pay a registration fee of 50 cents. Costs of travel to the examination or to the school after acceptance as well as costs for the physical examination, food and lodging, shipment of baggage all must be borne by the individual.

IX. Length of Schooling

Production type vocational training at the senior middle school cultural level is 2 years, production type vocational training at the junior middle school cultural level is 3 years.

X. Student recruitment work must strictly obey party policies and state laws, to guard against such improper work styles as bending the rules for private purposes and going in the back door. Within 3 months after starting school, new students must be reexamined carefully and those who did not meet the conditions or did not follow proper procedures will be sent back to their units. Those who willfully broke the law will be punished depending on the gravity of the offense.

Autonomous Region Labor Bureau

8226

CSO: 4005/711

MILITARY AND PUBLIC SECURITY

NEW TRENDS IN CHEMICAL WARFARE EXAMINED

Beijing KEXUE SHIYAN [SCIENCE AND EXPERIMENT] in Chinese No 5, 1981 pp 24-25

[Article by Yang Shu [2799 2885]: "New Trends in Chemical Warfare"]

[Text] A Type of Inexpensive Killing and Wounding Weapon

During World War I, the use of chlorine gas, phosgene, and mustard gas killed over 90,000 people and wounded 1.2 million [figures as published]; many of the latter became permanently disabled. From that time on, people have called for a ban on the use of such cruel chemical weapons. In 1925, many nations signed the Geneva Protocol prohibiting the use of poison gas and other chemical weapons. But different nations have interpreted this protocol differently, and it has not served to prohibit the manufacture of chemical weapons. Starting in 1976, the United States and the Soviet Union held a series of bilateral technical negotiations and talks in Geneva, including chemical weapons disarmament and prohibition against the development, production, and stockpile of chemical weapons. But chemical weapons development, especially the development of new chemical weapons, is still being actively carried out. The reason is that chemical weapons have advantages with which other weapons cannot compare.

Chemical weapons are powerful and their killing and wounding range is large. A nuclear bomb equivalent to 20 million tons of TNT has a killing and wounding range of 190 to 260 square kilometers. But 5 tons of nerve gas can attain a killing and wounding range of 260 square kilometers. If this amount of poison is used to attack a city of 80,000 people, 40,000 people will be harmed and 30,000 will die.

Chemical toxicants are low in cost. The cost of producing a 1-ton nuclear bomb, equivalent to a 4-million-ton TNT bomb, is 1 million U.S. dollars. The cost of producing each ton of the nerve toxicant sarin is only 10,000 dollars! Some people have calculated the cost of mass killing and wounding per square kilometer. The cost of aerial bombing is between 10,000 and 100,000 dollars; the cost of conventional weapons is 2,000 dollars; the cost of nuclear weapons is 800 dollars; the cost of nerve gas is only 600 dollars.

Chemical weapons are not easily detected prior to use. They can be used suddenly to kill and wound masses of personnel and effect a sudden breakthrough of the enemy's defense line. Or they can be used together with conventional weapons and even nuclear weapons. This will strengthen the results of comprehensive utilization, and the enemy will not be able to defend himself effectively.

In addition, chemical weapons can inflict serious damage upon undefended military and civilian points. They have a killing and wounding effectiveness of 20 percent when used against soldiers who are unable to put on protective clothing and gas masks in time. But when soldiers wear antichemical equipment, their effectiveness in carrying out their mission drops by 30 percent. Some chemical toxicants have a long-lasting toxicity which can last several dozen days. Some chemical toxicants are not easily disinfected. Some do not have antidotes. Some will cause poisoning even if antichemical clothing is worn against them....The above advantages of chemical warfare toxicants far outnumber their shortcomings (such as weather limitations and geographical conditions). This is the direct cause for their rapid development.

New Types of Nerve Toxicants

According to foreign published reports, at present the officially deployed chemical toxicants of the United States and the Soviet Union can be classified into six main categories: organic phosphorous nerve toxicants, rotting toxicants, poisonous toxicants, asphyxiant toxicants, stimulant toxicants, and nerve toxicants. Nerve toxicants are the main type. Their function is to kill or to cause the loss of function. They are "distant brothers" of organic phosphorous farm chemicals, but their toxicity is far greater than that of such organic phosphorous farm chemicals.

The first nerve toxicant to appear was "tabun." It was discovered by fascist Germany in 1936 while studying organic phosphorous insecticides. It was followed in 1938 by the discovery of methyl O-isopropyl fluorophosphonic acid, commonly called "sarin." These two types of toxicants were not used in World War II because of strong protests by the world's peoples.

Nerve toxicants are generally liquid. When used, they are atomized or made into liquid droplets by explosion or other means. This type of poison gas will enter the human body when it is inhaled or when it comes into contact with the skin of a human being, and it will combine with acetyl cholinesterase in the human body, causing that enzyme to lose its activeness. Acetyl choline is the medium of transmission of nerve impulses at synapses. Under normal conditions, this medium is decomposed by acetyl cholinesterase within several milliseconds after it is released from the nerve endings. After this enzyme type loses its activeness, acetyl choline will accumulate, causing a series of symptoms of nerve poisoning, heavy sweating, congestion of the bronchi with phlegm, narrowing of the bronchi, blurred vision, vomiting and diarrhea, convulsion, and finally paralysis and cessation of breathing. The toxicant will cause death within several minutes. Poisoning by skin contact will cause death within several hours.

The nerve toxicants that have attracted the most attention besides sarin (also called GB) are methyl O-1, 2, 2-trimethyl propyl fluorophosphonic acid (also called GD or soman), and methyl O-ethyl S-2-di-isopropyl amino ethyl ester phosphonothiolic acid (also called VX). According to estimates, sarin's 50-percent lethal dosage in man is about 1 milligram, that of VX is 0.4 milligram, and that of soman is between the two. According to reports in foreign publications, sarin and VX are the two standard nerve gases of the United States, while soman is the standard nerve gas of the Soviet Union.

In March 1968, the United States military conducted a field experiment at (Dagewei). The nerve toxicant caused the death of 6,400 sheep and aroused domestic and foreign opposition. As a result, the United States spent 100 million dollars to sink most of its stockpile of chemical weapons into the sea. In 1973, an automatic filtering system for the nerve gas soman was discovered in Soviet-made tanks and armored transport vehicles captured in the Middle East war, attracting the attention of the U.S. military. Thus the U.S. Government began again to reorganize the chemical arsenal. To avoid causing strong opposition from public opinion, the military established a "binary weapons" development plan. The so-called binary weapon is a toxicant synthesized by two types of chemical substances. In peacetime, the two types of chemical substances are stored separately. But when they are detonated in a shell in time of war, the two types of chemicals will mix to form a deadly nerve gas. This is a new development in chemical weapons.

Other Members of Chemical Weapons Arsenal

Plant control chemicals such as the various toxicants that kill and defoliate plants are also a type of chemical weapon. The United States used 90,000 tons of this type of weapons in the 1960's in its aggressive war against Vietnam, and caused definite damage to the Vietnamese people. According to rumors, the West is secretly studying a kind of "antimaterials agent" that can damage military equipment and instruments so that they will malfunction. Belonging to this type are antilubricants and new catalysts.

Flamethrowing is another aspect of chemical warfare. This is a means of destroying blind angles and attacking by fire. During the Second World War, this [tactic] was widely used. According to foreign published reports, the Soviet Union has now refitted its T-55 tanks as flamethrowing tanks, using gel fuel to replace liquid fuel; the functional range is 100 meters. In combat, smokebombs and high-explosive shells are first used to confuse the enemy, after which the flamethrowing tanks approach the target and attack with flames. The U.S. military utilizes a kind of delayed action napalm bomb made of thickened triethyl aluminum.

That Zhugeliang borrowed the East Wind to attack the camp of Cao Chao by fire is a well-known story. This type of ancient flame attack and defense is still an important aspect of modern chemical warfare. The use of a wall of fire, scorching tactics, and arsonous mines to implement bombardment by flame have been seen more frequently in Soviet military exercises in recent years.

Smokescreens are another aspect of chemical warfare. They are often used as a means to defilade, to blind and confuse, to camouflage, and to communicate and avoid detection by infrared laser and microwave. U.S. experiments have shown that high temperatures (85°C or higher) can strengthen the defilading effect of different hygroscopic smokescreen materials such as red phosphorus, yellow phosphorus, and carbon trichloride. The new rifles produced by Sweden can shoot smoke bullets, using a mixture of titanium oxide and carbon trichloride. The maximum range of the bullet is 300 meters. After it is fired, it can produce a cloud of smoke 20 meters long and 4 meters wide. The U.S. Army will equip its M60A1 and M60A3 tanks with a smoke-generation system. Its smokescreen can effectively defilade visual and thermal image detection. It is predicted that smokescreens that can defilade large areas will emerge.

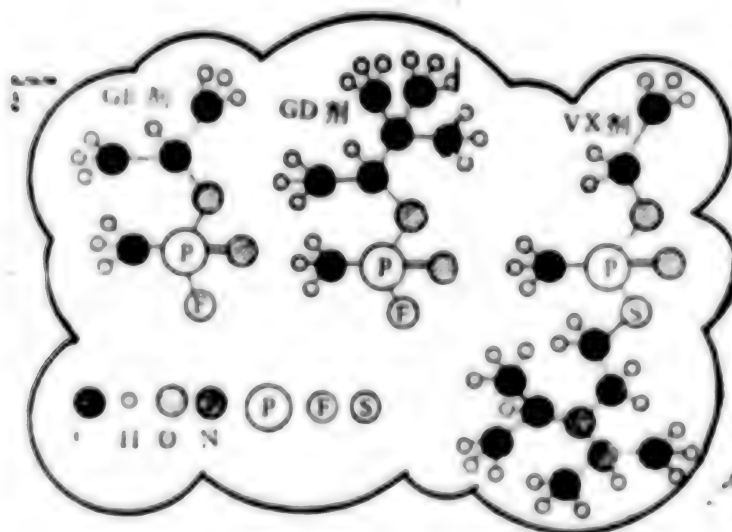
New Developments in Protective Clothing

The emergence of various chemical toxicants has also brought about more intensive research in protective clothing. There is a type of new carbon-containing, air-permeable, heat-radiating protective clothing made of two thin layers--one a mechanically strong and waterproof "outer layer" material, and the other an "inner layer" containing active carbon (or porous foam plastic). This is a kind of protective clothing that can protect against poison gas, can allow air to permeate, and is comfortable to wear. Because the material it uses is specially treated to become waterproof and oilproof, the active carbon can effectively absorb the vapors of toxicants and can protect against minute liquid droplets of the toxicants. The clothing is rainproof, fireproof, and washable. For example, the U.S. standard A gas mask and protective clothing and Britain's MK3 protective clothing belong to this type. New gas masks have eliminated the air hose, reduced resistance to air suction by 40 percent, expanded visibility by 30 percent, and are equipped with communicators. Britain has also designed an extra-large type of protective glasses so that children can recognize their mothers.

Some tanks and armored transport vehicles are equipped with automatic filtering systems for poison gas. The systems can filter out nerve toxicants such as soman. Some military equipment also has a layer of various types of special paint to prevent pollution from chemical warfare. For example, the United States already has 11 colors of polyamino formic ether camouflage and antipoison paint. Its use has basically solved the problem of disinfection of equipment polluted by poisons.

Each nation is engaged in the NBC three-in-one defense system. This is a defense system of the future against nuclear weapons, chemical weapons and biological weapons, a three-in-one system, because these three kinds of weapons can be defended against by a uniform type of protective clothing, by similar methods of protection, and by the same method to eliminate pollution.

According to revelations in Western publications, one flank of the Soviet troops along the Sino-Soviet border is equipped with nerve gas, mustard gas, and hydrogen cyanide. One flank of the Vietnamese troops along the Sino-Vietnamese border has chemical weapons. We must be on our guard.



MILITARY AND PUBLIC SECURITY

GOALS OF MILITIA IDEOLOGICAL WORK OUTLINED

Jinan DAZHONG RIBAO in Chinese 24 Jun 81 p 3

[Article: "Effectively Carry Out Militia Ideological Work Around the Four Modernizations"]

[Text] The Linyi military sub-district is forging close links with reality and acting positively in effectively carrying out ideological work concerning the new problems and conditions in the implementation of the four modernizations. Consequently, the Yimeng mountain region militia, which has such glorious traditions, has made new contributions in the implementation of the party's current policies by firmly supporting economic adjustments and political stability.

Improve understanding and strengthen self-awareness in correctly performing militia ideological training under the new conditions. In order to unify cadre ideology and improve militia ideological training the Linyi Military sub-district first took note of the past and sincerely summed up their historical experiences to enable everyone to understand why, during the difficult war years, the broad people's militia was able to hold a hoe in one hand and a plow in the other to engage in both production and in war, to support the front lines and provide new soldiers to replace the dead so that the war could go on. One major reason was the dependable strength of their ideological work. In the current campaign to construct the four modernizations we must restore and give vent to the grand traditions of the Yimeng mountain region militia work and strengthen the militia's ideological work. Next, they paid attention to making an analysis of present conditions in militia ideological work and to understanding the urgency of ideological work. Everyone has seen that since the Third Plenum of the the Eleventh Party Congress the broad militia has truly grasped the correct line, direction and policy. Nonetheless, a small number of the militia have engendered a few new ideological problems. For example, some militia members do not understand the current policy toward the countryside, some have misunderstandings over it, and some militia members fear that attending training will delay production and influence income, while other militia members have the wrong attitude. This has made everyone aware that under the current new conditions the militia has many rather than few ideological problems. Because of this, ideological education

must be strengthened and cannot be weakened. From the foundation of a unified ideological understanding the Linyi military sub-district political organs then strengthened the leadership over political work. In terms of work assignments, the firm grasp of correct militia ideological work was made into a major task of the political department. In terms of the allocation of forces, the major personnel, time slots and energies were used for militia ideological work. In terms of organizational building, the major criterion for assessing cadres was whether or not they were capable of performing militia ideological work.

Focus on the central task of truly grasping the party's line, direction and political teachings: In conducting ideological education of the militia they first grasped the line promulgated by the Third Plenum of the Eleventh Party Congress as the primary content. For example, after implementing the production responsibility system some militia felt that this was "following a backwards road." In dealing with these conditions, they made contact with the real conditions in the countryside and used the method of making comparative calculations. They engaged the militia in a discussion of "after implementing the production responsibility system was field management careful or was it lax, was mass enthusiasm high or was it low and were the benefits of the state, collective and individual great or were they small?" This made the militia see that implementing the party's policy is entirely in accord with rural conditions, is absolutely correct and has the confidence of the people. Next, they incorporated the party line, direction and political education into the militia basic knowledge education. For example, in their strategic ideological training the broad militia are taught that the implementation of the four modernizations is being carried out in a very unstable international situation, so they must be very alert and must develop their abilities in order to protect the four modernizations by being ready for combat at all times. They must also carry out production to provide an abundant material foundation from which to modernize national defense. In carrying out the military education of the people they are taught to clearly understand the status and function of the militia in the new situation. In the education to learn a new style from Lei Feng and to learn a revolutionary viewpoint from the heroes' actions, the main purpose is to unite the interests of the individual with those of the state and the collective, to unite the future of the individual with that of the four modernizations, to take the heroes as models of behavior, and to establish the ideology that making a contribution to the strengthening of the four modernizations starts with the individual, starts now and starts from bits and pieces.

The techniques of close cooperation and support for party committees and officials: In order to perform even better ideological education work under the new conditions they consciously included militia ideological training in with the local party's unified leadership to promote close cooperation with the concerned departments. In January of last year, with the strong support of the local party committee they convened a joint militia ideological education conference with the local party propaganda department. In July of last

year, they convened a meeting in Yiyuan for the militia to exchange experiences in their ideological work and to sum up the experiences of the Yiyuan county propaganda department and the people's armed forces department in carrying out the four modernizations, cooperating closely and in working together on militia ideological training. At the end of the year they convened meetings to exchange experiences with the local party committee propaganda departments and the youth league committees concerning militia ideological work. In January of this year the local party committee approved and transmitted the militia ideological education plan of the military sub-district's political bureau. In terms of educational content, they were able to achieve an organic unity between militia education and the people's and youth education. For political education concerning current events, such as present situations and tasks, the party line, direction and policy, national laws and legal education, a few families will join together in grasping these. For the militia education in basic knowledge, such as strategy, the ideology of a people's war, the glorious traditions of the militia, and the tasks of the militia, the people's armed forces departments will lead in organizing the forces to engage in grasping this.

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MILITARY AND PUBLIC SECURITY

GUERRILLA FORCES' TASK: DESTRUCTION OF SUPPLIES

Jinan DAZHONG RIBAO in Chinese 24 Jun 81 p 3

[Article by Qiu Zhiliang [5941 1807 5328], Zhang Liangzhang [1728 6647 4545] and Yang Renguo [2799 0088 0948]: "Destroy the Enemy Rear-area Supplies: The Second Main Task of Guerrilla Forces"]

[Text] The destruction of enemy rear-area supplies and the breaking of enemy communications have always been a major task in the people's guerrilla warfare. During the War of Resistance and during the War of Liberation our broad militia guerrilla forces destroyed enemy communications, burned enemy storehouses and destroyed enemy bridges. This greatly weakened the enemy's strength and was of great help in winning victory. In the four years from 1942 to 1945, over 28,000 kilometers of enemy roads were destroyed, over 380 enemy bridges were bombed and over 150 kilometers of enemy railroads were dismantled. The Lu-Nan railroad guerrilla brigade was famous for its operations and was praised as "a sword hidden in a gown, a dagger hidden in a sleeve." They would leap on and off of rapidly moving trains and created a number of exciting legends. On the Lu-Nan section of the Jin-Pu line and the Lincheng-Zaozhunag line the people frequently saw rapidly moving trains derail and locomotives collide head on. Trains filled with supplies would suddenly become uncoupled and enemy front-line supplies of weapons, ammunition, cloth and medicine would be captured. These materials would then be sent to our bases by the guerrillas. They often went in and out of enemy territory to capture traitors and spies, blew up enemy store-houses, exploded enemy weapons and attacked the enemy's "vitals." During the War of Liberation our broad militia was clearly outstanding. In 1947, during the famous Battle of Yeyuan, the Luzhong [Central Shandong] local party organization carried out widespread pre-battle attacks for seven days and seven nights, destroying several hundred miles of road around Yeyuan, cut off enemy supplies and support and thus greatly retarded enemy activities. This forced the enemy to walk the 70 miles between Yeyuan and Xintai so that our soldiers were able to gain the upper hand and destroy over 60,000 enemy soldiers at Yeyuan.

In future anti-aggression wars the militia guerrilla brigades will be an even greater force for the destruction of enemy rear-area supplies. Although the imperialist socialist nations have superior military preparations and although they have great firepower, powerful attack strength and great mobility, nonetheless they require many soldiers for operation, have long lines of support and occupy much rear-area space. Thus, they have a number of unavoidable fatal flaws. In terms of enemy movements, they have a "long tail." The Russian Army surface troops are already motorized, have a great many vehicles and have a very long tail when they are on the move. A Russian Army motorized infantry division has over 4,6000 vehicles of various types, covering a length of 150 to 250 kilometers. This tail transports soldiers, petroleum supplies, weapons and life support materials. If we are able to stop the tail and destroy the lines of communication we can then lead the whole creature and even seriously influence the front-line fighting. In terms of the enemy rear-area, it has a "large rump." This is to say that rear-area operations occupy a lot of land. A Russian Army motorized infantry division requires a support area of 300 to 600 square kilometers, all equipped with huge storehouses and grain supplies and with shops to repair weapons and maintain vehicles. These are the targets of our rear-area guerrilla brigades. In currently on-going warfare the Afghan guerrillas make their appearance to attack the enemy troops and then disappear--this is a very clear example of how things are to be done. They are now active in the mountains, the countryside and the cities and appear unexpectedly to cut off the invading army's lines of transportation, destroy their storehouses and bases and attack their supply vehicles so that "Afghanistan has already become a trap which consumes Russian men and materials." In May of last year, they destroyed a Russian munitions dump north of the Khyber and completely destroyed 65 tank cars and several tens of tanks and armored cars, valued at a total of 16 million US dollars. In June, they again attacked a Russian armor and weapons depot in the Khyber Gulijiahei district and also enticed several hundred Russian vehicles into a valley and then staged an ambush. The activities of the Afghan guerrillas have already created unsurmountable problems for the fierce modernized Russian army.

To sum up, in future wars of anti-aggression, the broad militia guerrilla brigades will employ guerrilla tactics in familiar areas among friendly people and with great skill in close fighting and night fighting to attack the enemy's weak points by deploying land mines, dynamite charges, bangalores, rockets, flame guns, recoilless rifles and mortars to attack, explode, burn, injure and smash. They will destroy enemy oil lines, bomb their transport vehicles, destroy enemy support services and cut their roads and bridges. These actions will cause great disruption of the enemy rear-area support, greatly weaken their speed and strength of attack and upset their strategy of broad-scale invasion. In the end we will destroy them.

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MILITARY AND PUBLIC SECURITY

JIANGSU TIGHTENS PUBLIC SECURITY TO FIGHT CRIME

Nanjing XINHUA RIBAO in Chinese 7 Jun 81 p 1

[Article: "Jiangsu Province Earnestly Strengthens Public Security and Firmly Cracks Down on Criminal Activities"]

[Text] How are public security further strengthened and the excellent stable and united situation further consolidated and developed? The Jiangsu provincial committee of the Chinese Communist Party held a province-wide political and legal work conference in Nanjing between 21 and 29 May to study the issue.

A total of 470 plus people attended the conference, including the responsible comrades in charge of political and legal work of the various prefectural, municipal and county party committees, those of the political, legal and public security units of the prefectures, municipalities and counties (regions), and those of the provincial military regions and other provincial units concerned.

Xu Jiatun [6079 1367 1470], Chu Jiang [0328 3068], Hui Yuyu [1920 3188 1342], Zhou Ze [0719 3419] and Zhou Yifeng [0719 0001 1496], responsible comrades of the provincial party committee, came to the conference many times to hear the reports, and Xu Jiatun and Hui Yuyu gave talks. Comrade Hong Peilin [3163 3099 7207], assistant secretary of the political-legal committee of the provincial party committee, reported on the current situation of public security and the views on strengthening urban and rural public security; Wei Yongyi [7279 3057 5030], another assistant secretary of the same committee, gave a speech; the various provincial political legal units made written statements.

The main task of the conference was to study and implement policy of further readjusting the economy and further stabilizing the political situation decided by the Central Work Conference, to analyze, in accordance with the spirit of the relevant directives of the leading comrades of the Party Central Committee on political, legal and public security, the current situation of public security and the factors of instability, to improve understanding and unify thinking, and to consider measures to crack down on crimes and strengthen public security.

The conference discussed the current situation of public security. It found that, under the unified leadership of the provincial party committee and the party committees of the various levels, the political, legal and public security organs throughout the province have conscientiously communicated and implemented the spirit of the Central Work Conference, launched investigations and studies, activated and relied on the masses, organized struggles against the counterrevolutionary undesirables, the anti-party and anti-socialist elements and the serious criminals, and performed large amounts of work to safeguard the social order and promote stability and unity. With the improvement of the political and economic situation, the public security of the province, as a whole, is relatively stable. However, factors of instability endangering public security still exist, the destructive activities of a small number of counterrevolutionaries and all kinds of criminals are still widespread, and further improvement of public security is required. The reasons for the problems are many-sided. Objectively speaking, they are Lin Biao and the "gang of four's" remnant poison which has not been purged, the social issues accumulated in history which have not been completely solved, the many difficulties in economic construction and the people's living, and the influence of international and domestic class struggles. Subjectively speaking, they are, on the part of many comrades, the inadequate understanding of the new struggle situation and characteristics, the insufficient recognition of the importance of restoring a fine social trend, building a high degree of spiritual civilization and strengthening public security, and the lack of unanimity in assessing the current situation of public security and adopting the necessary policies and measures; on the part of the political, legal and public security units, the relatively weak strength, the lingering apprehension and overcautiousness, the lack of skill in correctly utilizing the legal weapon against the criminals, and the inadequate force in cracking down on them.

The conference pointed out that, at present, strengthening public security is a long and arduous, yet urgent, task. For this reason, it demanded that all areas take the following steps: (1) They must extensively and intensively propagandize to and launch the masses and create a powerful public opinion and momentum. They must vigorously stress the socialist spiritual civilization, conduct an education on the legal system, explain the relationship of cracking down on crimes and strengthening public security with the economic readjustment and the four modernization construction, and mobilize the masses to fight the "black sheep" courageously. They must vigorously publicize the good men and good deeds in the struggle against the criminals. They must solemnly criticize those who fail to come forward in aid of others who face death or danger, and handle the serious cases producing a bad influence with the necessary party or administrative disciplinary measures. Those who render aid to the criminals and violate the Criminal Code must be punished according to law. (2) They must vigorously investigate and solve the cases, perform investigations and studies and firmly crack down on criminal activities. The counterrevolutionary and serious criminal cases must be handled as the main targets and vigorously investigated and solved. They must concentrate the attack on the counterrevolutionaries, the criminals guilty of bombing, theft of guns and explosives, murder, arson, robbery and rape, and those committing serious larceny, swindle, and speculation and profiteering. The major, habitual and repeat criminals

and the leaders of criminal gangs must be severely and promptly punished according to law. (3) They must reorganize the internal order of public security and reinforce security guard work. The units afflicted with many cases and incidents and the absence of good order must be considered the key points for rectification in order to solve the problems. The various units must implement the security guard post responsibility system, clarify the duties and stop the loopholes. They must reinforce the security guard work of closed down and merged and converted units. (4) They must grasp the rectification of key areas and key aspects and tighten public security management. The cities and the county seats must concentrate on the rectification of railway stations, wharfs, the busy sections and such public recreation places as movie theaters and skating rinks and, according to the requirements of civilization and courtesy, create and make sound the regulations and systems. They must vigorously check the gambling practice and superstitious activities. They must strengthen the management of special trades, guns and ammunition, explosive and highly toxic articles, and mental patients. (5) They must implement measures of comprehensive control and combine cracking down with prevention, and temporary solution with permanent cure. They must properly perform ideological-political work, improve the party style and social mores and exhaust all means to prevent and reduce crimes. The various branches and units must vigorously perform the work of educating the young people. They must launch activities on civilization and courtesy with the "five do's" and "four goods" as the content, cultivate a good moral trend among the young people, and forestall and resist the attack and corruption of the bourgeois ideology and living pattern. The various branches and units must suitably solve the issues within the people and prevent the aggravation of contradictions. (6) They must rectify and reinforce labor reform and labor education, improve the quality of reform and prevent repeat crimes.

The conference demanded that the party and political leaders of the various levels handle cracking down on crimes and strengthening public security as a key task in safeguarding political stability and the economic readjustment and place it on the important daily agenda. Under the leadership of the party committees, the entire party must mobilize, integrating rules and regulations, giving first place to the area, launch a general mobilization of the various fronts, organize the strengths of all sides, adopt economic, political, legal and ideological methods and patterns, implement the measures of comprehensive control and fight an all-out war. They must, in the struggle, reinforce the building of the political, legal and public security ranks and improve the political and professional qualities.

The conference also earnestly discussed the issue of how to correctly implement the party's policies and crack down on crimes by means of the law as the weapon.

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MILITARY AND PUBLIC SECURITY

CRIME OF REVEALING STATE SECRETS DEFINED

Beijing GUANGMING RIBAO in Chinese 19 Jun 81 p 3

[Article by Lie Rong (3525 2837): "What Constitute the Crime of Revealing State Secrets?"]

[Text] The crime of revealing state secrets refers to the criminal conduct of the work personnel of the state who violate its security regulations and reveal its important secrets to unauthorized persons. In judicial practice, whether the conduct of a doer constitutes a crime must be determined by the presence of certain conditions constituting the crime. Then, what are the conditions which must be present to constitute the crime of revealing state secrets? According to the provisions of Article 186 of the Criminal Code, there are three conditions: 1. The offender must be a work personnel of the state. 2. The act must be a violation of the security regulations of the state. 3. The revelation must be important secrets of the state. Only serious cases satisfying all three conditions constitute crimes of revealing state secrets. When determining such crimes, we must grasp the overall situation and strictly clarify the line between what is criminal and what is not.

Meanwhile, the Criminal Code also provides that an individual committing this crime who is not a work personnel of the state may be handled, by discretion, according to the provisions on crimes of revealing state secrets. To explain the issue, we wish to analyze, in connection with the criminal act in a case, the composition of the crime of revealing state secrets.

In July 1979, on the opportunity of his job with the county middle and vocational school recruitment committee, Yusufu Amier, political education group chief of the Shanshan County First Middle School in Xinjiang, got hold of the politics test questions from the examination hall and asked the examination supervising teacher to write out the answers. Thereafter, he took the answers to the examination hall where his son was and, while the examinees were asking for clarifications of the examination questions, gave the answers to the four subquestions of the first question of the politics test to the examinees. Some 24 examinees had already given the wrong answers, which were then obliterated and corrected.

Soon thereafter, when Yusufu Amier went to the Tulufan region to correct the examination papers, he discovered that the grades of both his son and his brother were too high. Thereupon he took from the cupboard two standard examination papers, asked the teacher who marked the papers to copy one of them while he himself copied the other, and placed them in the files of his son and brother. Upon discovery, he, afraid of being caught, withdrew the examination papers. On 23 July, he made up an excuse to obtain leave and rushed back to his home in Shanshan county, where he asked his son to copy the standard answers and examination papers secretly obtained by him. Returning to Tulufan the next day, he stuffed the fraudulent examination papers into his son's file. His son scored 95 points for the politics examination. Thereafter, Yusufu Amier discovered that his son's language examination scored only 12 points. With the consent of the teacher marking the papers, the figure "1" was altered to "4," raising his son's language examination score from 12 points to 42.

From the above case illustration, we can see that the crime of revealing state secrets has the following characteristics:

1. The crime of revealing state secrets is a malfeasance, and the main body of those committing this crime is the work personnel of the state. Yusufu Amier was a work personnel of the state. For the purpose of enabling his son and brother to pass the examination for middle and vocational schools, he utilized his official functions to violate the security regulations of the state. Concretely speaking, it was a violation of the provisions of the Ministry of Education on higher and middle and vocational school entrance examinations.
2. The object of the crime is the important secrets of the state. According to the "Provisional Regulations on Safeguarding State Secrets," state secrets include national defense, foreign affairs, public security, judicial, financial, scientific, cultural and educational information which should not be made public and state affairs which have not been decided on or which, though having been decided on, have not been published. As for what the "important secrets" of the state are, they must be decided according to the relevant provisions of the units where the secrets are located and their concrete contents and according to the consequences of the revelation. The object of Yusufu Amier's infringement was the examination secrets of the state, revealing them to unauthorized persons.
3. The means and pattern of the crime may be either verbal or written, and the secret material may be handed to someone else. Not only verbally revealing the examination secrets of the state, but Yusufu Amier surreptitiously took the examination papers home and let his son copy them. Therefore, the circumstances were serious.
4. Objectively, the revelation is intentional. By intentional, it means that the offender, knowing that his conduct will produce a consequence endangering society, hopes for or permits the occurrence of such consequence. Yusufu

Amier was aware that his conduct would produce the consequence of endangering society, but, for the purpose of enabling his son to pass the entrance examinations, he intentionally performed a criminal act; therefore, it was a premeditated crime.

According to the above analysis, the fact that Yusufu Amier violated the security regulations of the state and damaged the student recruitment system constituted a crime. In accordance with the provisions of Article 186 of the Criminal Code and in reference to the provisions of the Ministry of Education on student recruitment examinations, the people's procuratorate of Shanshan county instituted proceedings in the county people's court, and the county court sentenced Yusufu Amier to 1-year imprisonment and 2-year probation.

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CSO: 4005/716

QUESTIONS ON STUDENT RECRUITMENT IN NINGXIA ANSWERED

Yinchuan NINGXIA RIBAO in Chinese 20 May 81 p 3

[Report: "Responsible Person of Student Recruitment Committee of Schools of Higher Learning in the Autonomous Region Answers Questions Put Forward by This Reporter Relating to Student Recruitment by Universities and Secondary Professional Schools This Year"; date and place of interview not specified]

[Text] General regulations for student recruitment by higher institutions and secondary professional schools in 1981 have already been promulgated. A staff reporter of this newspaper interviewed the responsible person of the student recruitment committee of schools of higher learning in the autonomous region on certain questions with which candidates for the entrance examination are concerned, and asked him to answer the questions put forward by this reporter.

Question: What are the improvements and new provisions regarding student recruitment work this year?

Answer: According to the "Regulations on Student Recruitment Work for Schools of Higher Learning in 1981" approved by the State Council, the following are the improvements and new provisions regarding student recruitment work this year:

1. In order to improve student recruitment work, earnestly ensure the quality of newly admitted students, and further reform the student recruitment system, student recruitment for the schools of higher learning this year will continue to gradually carry out the practice of advance selection before the nationwide uniform examination.
2. Biology is added to the subjects of examination in the category of science, engineering, agriculture and medicine, with marks on biology counted as 30 percent of the total number of points. Foreign language scores will be counted as 50 percent of the total number of points for undergraduates (the autonomous region has prescribed that foreign languages as a specialty will also be counted as 50 percent of the total number of points). From now on, efforts will be made to continue raising the proportion of points accounted for by foreign languages. For those candidates registered for examination on foreign languages as a specialty, an oral examination will be carried out in addition to a written examination in the languages. Scores on the written examination will be counted toward the sum total of points, while scores in mathematics will be recorded as reference points only.

3. In order to promote the teaching of language and mathematics in the middle schools and improve the level of basic knowledge of freshmen in schools of higher learning, those candidates whose scores in languages and mathematics (scores on languages in the case of those registered for examination in foreign languages as a specialty) fail to meet the prescribed requirements should be given a lower grade bracket when their files are distributed to the admitting schools.
 4. A minimum demarcation of points earned for admission to the nation's key schools will no longer be drawn this year.
 5. Within the same grade bracket, the schools may proceed from the overall situation of the candidates' moral, intellectual, and physical training in selecting the best for admission. According to this prescription, candidates within the same grade bracket whose sum total of points is fairly high but whose moral and physical attributes leave much to be desired may not be admitted, whereas those whose sum total of points is relatively lower but whose moral and physical attributes are fairly good may be admitted.
 6. In addition to those among the graduating senior middle school students who have been appraised for 2 years in a row as "three-good students," and student cadres who have shown enthusiasm in their work and prominence in their performance --who, under the same conditions as other candidates, should be admitted on a priority basis--it has been prescribed this year that those who meet the state's physical training standards should, under the same conditions as other candidates, also be admitted on a priority basis.
 7. This year, the secondary teachers college (secondary teachers classes) in our autonomous region will recruit part of those teachers and teachers' substitutes at people-operated schools absorbed before 1975 who have a cultural level equivalent to that of junior middle school. Their age limit is extended to 35 full years, and there is no restriction on their marital status.
 8. There are the following provisions in the nature of advance information:

From 1982 on, the age of candidates registering for entrance examination at schools of higher learning should not be over 25 full years;

From 1983 on, the mathematics scores of candidates registering for examination at foreign language institutions, departments (divisions), and specialties shall all be counted toward the sum total of points;

From 1981 on, middle schools should set up files for senior middle school freshmen in order to provide material on their moral, intellectual, and physical aspects for admission considerations by schools of higher learning.

From now on, we should also try to gradually make it possible that all graduating students preparing to register for entrance examination at schools of higher learning attain the state's physical training standards.
- Question: Since student recruitment in our autonomous region does not include advance selection before the nationwide uniform examination, why are candidates not allowed to register at both universities and secondary professional schools?

Answer: The people's government of our autonomous region decided that this year, as in the past year, there will be no advance selection of students by universities and secondary professional schools in our region. But no candidate is allowed to register for entrance examination at both a university and a secondary professional school. Why is he not allowed to register at both? Because, first, when there are too many registering for the examination, difficulties in organizing the examination and in reviewing the papers will accrue. If a candidate were allowed to register at both places, the number of those directly participating in the examination at schools of higher learning, according to our calculations, might increase severalfold. That would make it impossible for us to set up all examination centers in the counties according to state regulations and to carry out the practice of giving each candidate a single desk as well. At the same time, it would also be impossible for the autonomous region to organize and carry out the paper reviewing work uniformly and in a centralized manner. This would make it hard to maintain strict order in the examination halls on the one hand, and difficult to assure uniform control over paper reviewing standards; hence it would directly affect the accuracy of selection for admission. Second, because the amount of paper reviewing work is too great, the time for reviewing the papers would be prolonged, and admission work would certainly be delayed in its execution. This in turn would directly affect the ability of the universities and secondary professional schools to begin their schoolyear on time. Hence, given the condition of no advance selection, university and secondary professional school entrance examinations can only be carried out separately. Questions for the higher examination are given uniformly nationwide, and questions for the secondary professional school examination are given uniformly by the autonomous region. No candidate is allowed to register for both the university examination and the secondary professional school examination; nor is anyone allowed to register both at a secondary professional school that recruits senior middle school graduates and at a secondary professional school that recruits junior middle school graduates. If a candidate is discovered registering for both, he will be disqualified from taking either of the examinations and from being admitted, and he who happens to have already been admitted will be sent back to his original unit.

Some have asked certain questions about the advance selection. Here a brief introduction may be given. The administration of this advance selection before the entrance examination at the schools of higher learning requires that the municipal and county middle schools, through such methods as graduation examinations and in conjunction with their ordinary achievements, consider the moral, intellectual, and physical aspects of the candidates and then put forward a list for advance selection in an overall examination. The higher school examination and the senior middle school level secondary professional school examination share the use of a single booklet. Since the number of those who participate in the higher school examination will thus be reduced, it thus becomes possible to realize the practice of allowing candidates to register for both examinations and to adopt the method of "dovetailed" admission. In this way it is possible not only to have the work done in a more refined way and further increase the degree of accuracy in university student recruitment and admission work, but also to do a better job of ensuring the quality of the freshmen admitted by secondary professional schools. On the one hand this will enhance a middle school's right to speak up and will serve to make up the deficiency of deciding on admission through only one examination, and on the other hand it will also help a middle school better promote the

principle of the overall moral, intellectual, and physical development [of its students]. Hereafter, student recruitment at schools of higher learning will gradually advance toward the point where admission will be decided jointly according to the results of a candidate's higher entrance examination and his overall moral, intellectual, and physical status at middle school. This is a reform of a directed nature whose superiority is self-evident. On the basis of the actual situation in our region, the autonomous region has already decided that in its student recruitment next year it will carry out advance selection prior to the uniform examination. Advance notice is being given this year, so that all concerned can make relevant preparations.

Question: How many students can the universities and secondary professional schools recruit from our region this year?

Answer: This year the schools of higher learning will recruit about 2,150 students from our region; of these, higher institutions of other provinces will recruit 805 students from our region, and higher institutions of our own region will recruit 1,350 students (915 undergraduates; 435 for the specialties). Besides, the minority nationalities classes will recruit 93 students.

The secondary professional schools will recruit about 3,290 students; of these, the secondary professional schools under the jurisdiction of the Ministry of Education will recruit about 290 from our region, and the secondary professional schools in our own region will recruit 3,000 students (920 for schools recruiting senior middle school graduates; 1,390 for schools recruiting junior middle school graduates; 690 teachers from people-operated schools).

The list of universities and secondary professional schools (specialized) that are recruiting students in our region will be published separately.

Question: In the case of some students whose official residence is registered in our own region but who are temporarily studying at middle schools in other provinces, how are they supposed to register for the entrance examination?

Answer: In principle, we are still asking this category of student to come back to their own region to register for, and participate in, the examination. This will facilitate both the reviewing and admission work involved and will help avoid delays and mistakes on account of the otherwise necessary mailing of their papers and other attendant reasons. If, because of special reasons, they must participate in an examination in an outside area this time, they must obtain the consent of the local student recruitment departments and our region's recruitment offices and have their cases handled according to the regulations of the provinces, municipalities, and autonomous regions where they participate in the examination this time. The examination booklets of such candidates temporarily participating in an examination in outside areas must be entrusted to the local recruiting offices for mailing in confidential envelopes to our own autonomous region's recruiting offices before 10 July.

-b) candidates who are studying temporarily in regular or continuation schools outside their own districts and municipalities must return to their official residential areas to register for the examination.

Question: At what level of competence will questions on the examination be given in the student recruiting operations of the secondary professional schools in our region this year?

Answer: This year the level of competence for giving questions in student recruiting operations by the secondary professional schools in our region will be basically the same as that of last year; that is, those secondary professional schools which recruit senior middle school graduates will give questions according to the level of the senior middle school graduate, and those secondary professional schools which recruit junior middle school graduates will give questions according to the level of the junior middle school graduate. Today, the state has already clearly prescribed the nature of these secondary professional schools. When the State Council approved and passed down the "Summary of Minutes of the National Work Conference on Secondary Professional Education" on 8 October 1980, it pointed out: "Secondary professional schools carry out professional and technical education on the cultural level equivalent to that of senior middle schools. The upper division classes of these secondary professional schools overlap with the lower division classes of universities; they are a kind of school that is situated between senior middle schools and universities." It also determined: "Insofar as objects for student recruitment are concerned, there are basically those that recruit senior middle school graduates and those that recruit junior middle school graduates." The secondary normal schools in our region all recruit junior middle school graduates; as for the rest of the secondary professional schools, those that recruit senior middle school graduates make up more than 80 percent. The recruiting of senior middle school graduates by such secondary professional schools also constitutes a formal educational system on the part of those secondary professional schools. Hence, those secondary professional schools that recruit senior middle school graduates this year must give questions for the examination according to the level of a senior middle school graduate, and after the freshmen are admitted, their curriculum must be arranged so that the level of the senior middle school graduate is the point of departure. In the case of those secondary professional schools that recruit junior middle school graduates, after their freshmen are admitted, their curriculum will be arranged so that the level of the junior middle school graduate is the point of departure.

Question: In what areas should those candidates registering for entrance examination at secondary professional schools review their subjects?

Answer: On the basis of conditions in our region, the areas in which candidates for entrance examination at secondary professional schools should review their subjects are as follows:

1. In the case of secondary professional schools recruiting junior middle school graduates (including secondary normal schools):

A. Political Subjects

1. "Brief History of Social Development."

2. "Common Knowledge on Scientific Socialism"; Lesson II, "The Proletarian Political Party Is the Vanguard of the Proletariat"; Lesson III, "The Proletarian

Political Party Is the Fighting Headquarters of the Proletariat"; Lesson VII, "Give Scope to Socialist Democracy and Strengthen the Socialist Legal System."

3. Situation and Tasks.

B. Languages, mathematics, physics, and chemistry should all be reviewed according to current teaching materials.

11. In the case of secondary professional schools recruiting senior middle school graduates:

A. Political Subjects:

The section on politics in "Compilation of Main Points of the Content of Teaching Subjects in the Middle Schools Division, All-Day Schools, (II)," published by the People's Educational Publishing House in 1981, will be the area in which examination questions are given. This includes:

1. "Common Knowledge on Dialectical Materialism"--on dialectical materialism, on materialistic dialectics, on dialectical-materialistic epistemology.

2. "Brief History of Social Development."

3. Situations and Tasks.

B. Linguistic Subjects:

1. Emphasis will be placed on Junior Middle School Chinese, Volume V and Volume VI, of the junior middle school section of Teaching Materials for Nationwide Use.

2. Senior Middle School Chinese, Volume I and Volume II, of Teaching Materials for Nationwide Use.

C. Mathematics, physics, and chemistry should all be reviewed according to the areas required by current junior and senior middle school teaching materials and teaching outlines.

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CSO: 4005/713

SOCIOLOGICAL, EDUCATION AND CULTURE

CONFERENCE ON IMPROVING EDUCATIONAL WORK HELD IN HEBEI

Shijiazhuang HEBEI RIBAO in Chinese 2 May 81 p 1

[Article by Ji Pu [0370 2883]: "Eliminate Influence of Leftist Ideology, Strive To Improve Hebei's Educational Work; Provincial Government Convenes All-Province Educational Work Conference; Jin Ming [6855 2494] and Li Erzong [2621 1422 6850] speak at Conference"]

[Text] Recently the provincial government convened an all-province educational work conference and emphasized that leadership in educational work should be strengthened and improved, that the eight-character directive which focuses on readjustment should be implemented, and that efforts should be made to do a better job of educational work in our Province. Attending the conference were responsible comrades from district and regional administrative offices and those in charge of educational work from municipalities under the jurisdiction of the provincial government, education bureau chiefs from districts, cities and counties, and comrades from colleges and universities and concerned provincial departments. In all, there were over 260 persons.

The conference conscientiously studied and implemented the documents of the Central Committee of the Chinese Communist Party and the State Council concerning the spread of elementary education, transmitted the spirit of the National Educational Work Conference, analyzed the situation on Hebei's educational front, and in particular discussed and studied the issues of further eliminating the influence of leftist ideology, doing a good job of readjusting universal education, stressing the spread of elementary education and strengthening ideological and political work. The conference considered that to overcome the abnormal phenomena created by a decade of chaos and shift education from being passive to being active, it is necessary to do a good job of readjustment in education. At the same time as the relationship between education and the economy is readjusted. The spread of elementary education must be vigorously promoted: the entire province must work hard in the eighties to realize the historic mission of spreading elementary education; conscientiously do a good job of reforming the structure of middle level education: compress upper middle and rectify lower middle education, rationalize the distribution, and actively and steadily develop agricultural and professional middle schools; strive to do a good job of operating key schools; work hard at developing adult education; strengthen teacher training: schools of all types and at all levels should

conscientiously raise the quality of teaching. The conference pointed out that doing a good job of readjustment should definitely start with the actual situation and that present and long-range needs and possibilities should be combined and a feasible readjustment plan formulated. There must be care to guard against "cutting with one knife" and to advance and improve in readjustment.

The conference was attended by leadership comrades of the provincial committee, the provincial People's Congress, the provincial government and the provincial People's Political Consultative Conference Jin Ming, Li Erzong, Guo Zhi [6753 1807], Yin Zhe [1438 0772], Zhao Yimin [6392 0001 3046], Yang Zejiang [2799 3419 3068], Wang Yu [3769 3768], Lu Zhiguo [7120 3112 0948], Xing Anmin [6717 1344 3046], Lan Kaimin [5695 0418 3046], Huang Hua [7806 2901], Han Qimin [7281 0796 3046], and Yin Yigang [7113 0001 0474]; by responsible comrades from departments, offices, commissions, offices and bureaus directly subordinate to the province; and by regional, municipal and county party and government leaders who had attended the all-province forestry conference. Comrade Jin Ming gave an important talk on studying the issues. Comrade Li Erzong gave a report.

In his report, Comrade Li Erzong first of all pointed out that we should fully recognize the position and function of education in carrying out the four modernizations and we should conscientiously strengthen the leadership in educational work. After citing a large number of facts, he said that the development of the society's productive forces depends on the development of education. If education is not improved, the four modernizations cannot be completed. The views that education is purely a matter of consumption, that investment in education is nonproductive or that education and production are even in opposition, are without basis and are extremely harmful. The educational cycle appears in the short run to be incapable of being effective economically, but actually, the healthy maturation of a new generation influences the society directly and this in itself is an enormous force promoting the building of spiritual culture and material culture. Therefore, we should certainly smash the fetters of "leftist" ideology and small farmer ideology, and conscientiously stress education, keeping in mind the great goal of building a strong modernized nation with a high degree of material and spiritual culture. The party and government at all levels should make educational work an important part of their agendas and every year should study the issue at least several times; they should look into the actual situation, go to the schools frequently and walk around and look them over so as to understand the situation better and resolve problems promptly. Comrade Li Erzong pointed out in particular that there are many outlays for education which are outstanding accounts due to the 10 years of chaos. In the spirit of the Central Committee's directive that educational outlays should "be increased," we should reduce other expenses in order to increase educational funds. There are now many dangerous school buildings and even shortages of tables and chairs. Noncritical expenses of all agencies should be reduced as much as possible in order to squeeze out all possible money to help repair school buildings, provide tables and chairs, books, maps and instruments. At the same time, cadres, leaders and commune members from communes and brigades should be mobilized to repair school buildings and tables and chairs. These are our own children, they are the descendants of the revolution; we should be responsible to our own children, to the people and to the revolution. These are matters which must be resolved.

When discussing the strengthening of political and ideological work, Comrade Li Erzong said that the party's political and ideological work is a guarantee of the implementation of the party's line, direction and policy and the victorious completion of the party's missions, and an important aspect of strengthening and improving party leadership in educational work. The schools are an important place for building spiritual culture and have the important task of educating the new socialist generation. Students should be taught not only to study hard to acquire cultural and scientific knowledge, but also to study politics, Marxism-Leninism, and Mao Zedong Thought in order to establish the lofty ideals of communism and become responsible successors to carry on socialism. As concerns some problems which still exist among students, the dredging direction must be maintained: they must be taught with skill and patience, moved with emotion, enlightened with reason, guided by actions, upheld by perseverance, and taken deeply into careful ideology work so as to light the fire that will bring the enthusiasm deep in the hearts of the children to the surface.

Comrade Li Erzong also emphasized that teachers are the principal part of the schools and the ones who directly implement educational direction, and they must be relied on to operate the schools well. We should firmly establish the idea that intellectuals are a part of the working class, continue to eliminate the idea that intellectuals are a dissident "leftist" ideological influence, further establish a policy on intellectuals and mobilize the initiative of the broad mass of teachers. To raise the social status of teachers, leaders at all levels should take the lead in showing respect for teachers and creating a good social style of respect for teachers and love for students; the labor of teachers should be respected and their legitimate rights and interests should be safeguarded; policies and stipulations relevant to raising the social status of teachers and improving their standard of living should be conscientiously carried out. This is particularly the case with minority operated schools where the workload is heavy and the compensation is poor. It is hoped that all areas will conscientiously resolve the question of compensation in accordance with the relevant documents from the Central Committee and the province.

Finally, Comrade Li Erzong emphasized that the question of education has become important and has overall significance related to the development of the economy and the realization of the four modernizations, and it is necessary to attract the concern, high regard and support of the entire party and all of society for this question. There are now many questions in education and some difficulties in state finances. It is hoped that everyone will unite and develop a spirit of hard work and struggle, and with one heart and mind struggle together to improve education in our province.

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SOCIOLOGICAL, EDUCATION AND CULTURE

WAYS TO IMPROVE HIGHER EDUCATION IN TIANJIN DISCUSSED

Tianjin TIANJIN RIBAO in Chinese 6 Apr 81 p 3

[Article by Lei Ningxian (7352 8413 0341): "Higher Education Should Advance and Improve During Readjustment; Study the Understanding of the Spirit of the Central Committee Work Conference"]

[Text] In the light of the important directive to "implement further economic readjustment and realize further political stability" recently issued by the Central Committee, how should the education front be arranged? Well, in terms of the overall situation, education, particularly higher education, is a small front, and in the overall readjustment it should not be compressed or diminished but should be developed as appropriate so that education is suited to the needs of the status of economic development of a large country like China. This is one of the issues to be resolved in the readjustment process. However, seen from the perspective of educational work itself, there are also a number of questions which demand further readjustment, rectification, reform and improvement. The task for this year and for a period in the future should be focused on rectification, on the advancement and improvement of rectification.

In terms of higher education in Tianjin, I think that at the least, the following questions merit discussion and some resolution.

1. Readjustment of specialized curricula. The current specializations in the colleges and universities are largely based on the arrangements of the fifties and sixties. Some are based only on existing conditions and lack any overall planned framework. Some disciplines are incomplete, and some are old and outdated, and they clearly do not suit the demands of economic construction and scientific and technical development. They require readjustment, reform and renewal. Some new, sophisticated disciplines are lacking for the time being and we should bend every effort to create the proper conditions and prepare to make up the deficiencies. Some specialties, though generalized, should be enriched and expanded in the interests of China's present needs. As a result of many years of "emphasizing physics and engineering and deemphasizing letters and law," letters and law are on the short side and urgently need to be augmented. In sum, questions on which specialties should be augmented, which reformed or eliminated, and how large the scale and over how many years, requires careful study and discussion and careful and reliable determination. At the same time, a proposal

should be formulated collectively by the entire city. This is a fundamental task for higher educational long-range planning and is related to the effectiveness of education and the direction of development for higher education in the future. It is of great significance and we should devote some time and energy to this aspect.

11. Rectification of faculty. To insure the quality of education work in the schools, it is necessary first of all to determine the quality of the faculty. In higher educational institutions, we have a basic staff with a good foundation and a wealth of experience. This is a favorable condition for carrying out higher education well. As a result of a decade of chaos it is now widely felt that the faculty numbers are in excess, but the fact is that the teaching faculty is insufficient. This is especially true regarding the faculty members in basic courses, who feel themselves under a great deal of pressure, and this has influenced the teaching quality. Certain measures should be adopted to rectify this situation. 1) We should call on professors and associate professors who can take on classes to assume posts in the front line of teaching. On the basis of a survey of some schools, professors and associate professors actually teach only about 35 percent of the courses. Of course, some professors cannot take on teaching duties due to old age, infirmity, scientific research, heavy social service or other reasons and cannot be forced to teach. But there are qualified professors and associate professors who can be in the front line of teaching and either teach basic courses or take on an elective course. This not only would strengthen the teaching of basic courses, but would also spur on and improve the level of lecturing by young and middle-aged faculty members. 2) Those young and middle-aged faculty members whose teaching is deficient and whose professional training was delayed and neglected due to the decade of chaos should be helped through supplementary courses to get a good grounding and to supplement areas where they are deficient. Refresher courses should be organized for them and they should improve as fast as they can. When they reach a certain degree of proficiency and qualify through assessment or examination, they should immediately be assigned a post, given a title and a direction, and continue to improve through teaching practice. The few who cannot take on teaching positions even after full-time refresher study can be helped to transfer to other work posts. 3) The relationship between teaching and research should be carefully arranged. The present abnormal phenomena of emphasizing research and deemphasizing teaching should be corrected. The faculty in higher educational institutions participate in and undertake certain research tasks, and this not only can contribute strength to China's scientific modernization but is also necessary to motivate and improve teaching. Teaching and research in higher educational institutions are interrelated and mutually reinforcing. The two are unified. But in terms of the main task of higher educational institutions, it is the teaching mission which should still be given priority. Apart from projects which are accepted because they are necessary to the state, research in higher educational institutions should largely consist of projects chosen because they have a relationship to the school's teaching. In this way the ideal goals of both doing a good job of research and improving teaching can be achieved. In the future, professional evaluation and promotion review of faculty in higher educational institutions must consider not only research results, but even more importantly teaching achievements and results. 4) A faculty workload system should be gradually implemented. Some institutions have already begun

to formulate a workload system. This is a good idea and we hope it will continue, that after summarizing the experience it will continue to be improved, perfected and promoted. Schools which do not have such a system should, on the basis of study and research, actively create the conditions and try one out as soon as possible. There are now some faculty members who also teach courses outside the school, and some abuses are appearing which require careful study both to support this kind of initiative which uncovers potential and provides more teaching service based on social need and to demand that conditions of teaching service to the schools are guaranteed and that a school system or teaching and research section units make systematic plans for this.

III. Improved level of school management and teaching environment. Higher educational institutions are directly involved in training specialized talent for the state and their teaching responsibility is a heavy one. In the decade of chaos, the disruption and destruction by the "gang of four" clique caused severe damage to higher educational institutions. The baneful influence of extreme individualism and anarchism still have not been completely eliminated. Although the material and equipment are gradually being repaired, they are still far from adequate to meet requirements. There are now many schools where the campus is disorganized and with the addition of temporary post-earthquake buildings, things are very crowded. On some campuses even now the libraries have not yet been rebuilt. There are still many problems concerning students attending classes, studying, eating, exercising, and relaxing. This cannot but influence the educational mission of the overall development of moral character, mind and body and the guarantees of teaching quality. Improving this environment is not something which can be done overnight, especially when capital construction and renewal of facilities is limited to state financial and material resources which cannot meet unrealistic and excessive demands, but there are some things which we can do ourselves. The more difficult the material conditions, the more necessary it is to launch subjective activity to strengthen and improve the level of management and improve the teaching environment. Any view which slights this work is harmful and mistaken. A school's style and appearance have a direct bearing on the training and education of students. Creating a living environment which is peaceful, attractive, clean, hygienic, orderly, disciplined, moral, and well-behaved is very important for guaranteeing that students will keep their minds on study and on developing spiritual culture. School activity and work has always had regulations to be followed. Those which are inadequate can be supplemented and those which are inappropriate can be improved, and they can gradually be made healthy. As concerns the student's sequence of study, higher educational institutions can formulate rules so that as soon as a student enters a school he first of all undertakes a study of his course of education. At the same time, a good job of cultural education activity should be carried out among students, and campaigns to "study Lei Feng, set up a new style, create the goods" should be continued.

IV. Strengthened ideological and political work, enlivened student study atmosphere. At present, strengthening political education, the status of political education, ideological education and life outlook and moral education are extremely important subjects. After young people graduate from the university they either go on to further study or they are directly assigned to work serving socialist construction. A great many students demand that graduate

assignments should match their specialities so that they can use what they have learned, and this is correct. The specialities studied and the nature of the work should be matched as much as possible. But we should pay attention to an even greater and more important demand for matching, and that is that the university graduates we train be both red and expert. Just to meet the demand for a specialty is not enough. No department or specialty can overlook or forget the condition of being "red." China is a socialist country led by the Communist Party, and the four modernizations we are now engaged in are precisely to build a strong socialist ancestral land. When we say "red" we mean first of all to support the line, direction and policy formulated by the Third Plenary Session of the Party Central Committee and to uphold the four basic principles. If our graduates overlook this important point and have a reserved or hostile attitude toward the four basic principles, then they do not match the job in this important respect. In the thinking of some people there is a confused notion about what is "red." In the past, in higher educational institutions there was a deviation, which was to pay attention to studying the text and to book answers; as long as the answers to the political theory text were correct one was considered to be politically good, but the student's actual behavior was not considered. This clearly was wrong. But in recent years another tendency has appeared: It is as though the political theory text does not matter. As long as one behaves well in ordinary times and doesn't commit any errors one is fine, whether one has studied the book on politics or not. This also is a harmful viewpoint. We say that political theory is a science. It is the basic knowledge of the systematic science of Marxism-Leninism and Mao Zedong Thought and is a required course which must be part of any specialty. If one does not study this theory well, one cannot establish a correct outlook on life. Our teaching of political theory now has some weaknesses. The teachers do not want to teach it and the students do not want to listen. This is the pernicious influence of the past "leftist" mistaken guiding ideology, particularly that of Lin Biao and the "gang of four." After the Third Plenary Session of the Party Central Committee, the Central Committee formulated the correct line, direction and policy. Teaching materials for political theory are currently being developed and we already have some very good outlines. This will provide an excellent foundation for teaching political theory and if only we strive to study, reform teaching methods, and correct our study attitude, these difficulties can be overcome. Teaching political theory in the future should have strict and conscientious testing, just like any other subject. In addition, it is an important link in strengthening political and ideological education work when carrying out education in current events and regarding the political situation and policy during the school term. To insure the quality of teaching and good study habits by students, it is also necessary to enliven the study atmosphere so that students can carry out their studies in a more lively and actively self-motivated way, to turn around the bad habit among some students of rote memorization. Cadres directly engaged in ideological work with students, such as coaches, teachers, Communist Youth League cadres, and student cadres who have been conducting this kind of work for a long time, who have always been diligent and accumulated a wealth of experience as well as the approval of the masses, should carefully summarize their work and disseminate their experience. All teachers, no matter what their curriculum, should be concerned not only with the student's specialized and cultural knowledge, but also with raising the student's socialist and communist consciousness, inculcating high moral sentiments in the student and exerting a positive influence on the

development of the student's spiritual character. Our faculty should teach both the subject and the person. The Communist Youth League organizations have the experience to do this kind of work with students.

Our higher education in Tianjin has been reviewed and has developed well since the smashing of the "gang of four." But considering Tianjin's position relative to the entire nation, we are still far from the mark. The quality of our higher education should be greatly improved and the quantity also requires suitable development. An even greater number of graduate students should be recruited. The methods of operating schools could be more varied. Although the university's branch campus has had its share of difficulties since it was started in 1978, it has made great strides and this way of operating a school also has some advantages and should be continued. The length of schooling at different kinds of universities should not be uniform but should be suited to the specialization. Specializations which are lacking, such as letters and law, urgently need to be added. In the light of the long-range prospects for industrial, foreign trade and technological development in Tianjin, in addition to striving to do a good job of operating existing schools and colleges, we should, at the minimum, establish one comprehensive university. This is an idea which we should strive to realize in the future. I hope everyone will work hard to realize this dream at an early date.

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SOCIOLOGICAL, EDUCATION AND CULTURE

SUCCESSSES IN EMPLOYEE SCHOOLS RUN BY TRADE UNIONS DISCUSSED

Beijing GUANGMING RIBAO in Chinese 13 Apr 1981 p 1

[Article by Sun Xinde [1327 2450 1795]: "Develop a Glorious Tradition of Workers Running Schools; China's Local Trade Union Organizations Start Up Over 3,600 Employee Schools; 1.13 Million Employees Currently Studying in Employee Elementary, Middle and Higher Schools"]

[Text] China's trade union organizations have played a positive role in restoring and developing the education of staff and workers. It is understood that China's local trade unions (including local industrial trade unions) now have started 3,669 schools for staff and workers which have attracted 1.13 million staff and workers to study in elementary, middle and higher schools. Compared with 1979 the number of schools have increased by 250 and the number of students by 31 percent.

China's trade unions have always had the glorious tradition of workers running schools, and this tradition has been carried forward in building a strong, modernized socialist nation. In the past 2 years, many local trade union organizations have overcome various difficulties and actively created the necessary conditions to run staff and worker schools dynamically. In 10 cities and 64 counties of Heilongjiang, the general trade unions at city and county level are running 67 staff and worker schools with over 31,000 students. These schools are constantly improving the teaching and are gradually moving toward standardization; they have played a role as mainstay models and have become the center of local staff and worker education. In the 13 regions and counties of Zhongqing, Sichuan, 10 regional and county trade union organizations are running combined staff and worker schools which have attracted over 7,800 staff and workers to study. The combined staff and worker schools operated by the trade union from the city's central region has 81 courses at the middle specialized level in 9 fields, including electromechanics, radio, enterprise management, sewing and tailoring, merchandize package design, etc. Over 1,300 workers have completed courses after a year or a year and a half of training. In the 82 counties of the Guangxi-Zhuang Autonomous Region, trade unions in 72 counties are operating staff and worker schools. They have set up 213 classes in elementary education, middle school education, TV universities, short technical courses and foreign languages with over 7,900 staff and worker students. Over 1,300 staff and workers attend classes every evening in the staff and worker school operated

by the general trade union in Xinhui County, Guangdong. Some of the schools for staff and workers which are operated by China's local trade unions are independent schools, but the majority use the regular daytime schools under union direction or in conjunction with the regular daytime schools. The students study and attend class mostly in off duty hours. These schools have made a positive contribution to raising the political consciousness and cultural, technical, and managerial level of staff and workers.

The trade unions in the major cities of Beijing, Harbin, Dalian, Qingdao and Zhongqing have successively started 13 staff and worker after-work universities, in which it is estimated that over 30,000 staff and workers are receiving higher education. These staff and worker universities pay attention to constantly strengthening education and strive to improve the quality of education in order to train production and professional mainstays and technical talent for local construction. In the Harbin Worker after-hours university, which is run well, there are 5 departments--machine building, chemical engineering, automation, architectural engineering and management engineering--with 146 courses and over 7,640 students enrolled. Now, several thousand workers come here after work every day to take university courses. The number of students graduating from this after-work university from both before the "Great Cultural Revolution," and since it has been restored is 15,702; after these university graduates return to production work they apply the knowledge they have learned: they have completed over 500 individual technical reforms.

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